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ABSTRACT

A study was conducted to identify the employment history and educative functions of the graduates of the Master of Arts (M.A.) in adult education of the University of Minnesota and their assessment of the M.A. program. A self-administered mailed questionnaire was used to survey the 61 graduates of the program between 1979 and 1986; 54 graduates provided usable information. The study found that 45 of the graduates work in agencies and jobs involved with providing adult education, and one was a doctoral student in adult education. Nineteen of the graduates work in educational institutions, 14 work in agencies that use adult education as a means to other ends, 11 work in agencies created to educate adults, 1 works in a community agency, 9 were not working in adult education, and 7 did not respond to the survey. Judging from the job titles, 22 of the graduates work in administrative jobs, 13 in program development, 7 in instructional positions, and 3 in counseling. Most of the graduates belong to professional societies, some serving as officers, and many have published papers or made presentations for national audiences. Many of the graduates reported community involvement. The educative functions of program development, administration, instruction, and counseling were those most often performed by the graduates. They were satisfied in many ways with the program, but made suggestions for improvement. The study has implications for the curriculum, the student services, the administration of the M.A. program, and for further research. (Appendixes include the survey questionnaire, raw data tables, and respondents' suggestions for improving the program.) (KC)

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A Study of the Graduates of the Master of Arts Program in Adult Education at the University of Minnesota: Roles, Educative Functions, and Assessment of the Program

A Plan B Paper

Presented to

the Faculty of the Graduate School

University of Minnesota

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts in Education

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James O'Connor

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Table of Contents

	Page
Table of Contents	i
List of Tables	iv
Chapter 1 Introduction	1
History of Program	1
Problem of the Study	3
Purpose of the Study	4
Audiences	5
Background of the Study	5
Overview of the Methodology	6
Development of the Questionnaire	6
Collection of Data	7
Data Analysis	7
Significance of the Study	7
Organization of the Paper	8
Chapter 2 Background	9
Trends in M.A. programs	9
Adult Education at the University of Minnesota	10
Proposal	10
Self-Study	11
External Review	12
Evaluation Studies of Other Programs in Adult Education	14
Criteria for Evaluating Graduate Study in Adult Education	14
Educational Gerontology	15
Florida State Self-Study	16
Follow-up Study of Graduates from University of the District of Colombia	18
Issues in Graduate Programs in Adult Education	19
Roles and Functions in Adult Education	20
Summary of Background	21
Chapter 3 Methodology	23
Development of the Questionnaire	23
Collection of Data	26
Analysis of the Data	27
Limitations	28

(table continues)

Page

Chapter 4 Findings 30

Roles Performed 30
Job Titles 30
Types of Agencies 31
Literacy 35
Involvement in Professional and Academic Associations 35
Publications 37
Research 38
Professional Presentations 39
Doctoral Studies 42
Awards 42
Involvement in Community Service 42
Additional Comments 45
Educative Functions Performed 46
Program Development 48
Administration 50
Instruction 51
Program Titles 51
Number of Students and Time Formats of Programs 53
Methods and devices of Instruction 53
Counseling 55
Other Comments 56
Program Evaluation 57
Importance of Student goals 58
Accomplishments of Students' Objectives 60
Ratings of Selected Student Services 61
Achievement of General Educational Objectives 62
Importance of Core Experiences 64
Satisfaction with Core Experiences 65
Suggestions for Improving the M.A. Program .. 66
What Faculty Can Do To Improve the M.A. Program 67
Courses and Curriculum 68
Methods, Techniques, Formats 69
What Students Can Do To Improve the Program 69
Student Services 70
Other Findings 70
Fine Arts 71
Membership 71
Administration 71
Concern for Social Issues 71

(table continues)

Page

Chapter 5 Summary, Conclusions, and Implications 73

Purpose and Methodology 73
Summary of Findings 73
Roles 74
Conclusions 76
Educative Functions 76
Conclusions 78
Graduates' Assessment of the M.A. Program ... 78
Conclusions 81
Implications 82
Curriculum 82
Student Services 83
Networking 83
Career Counseling and Placement 84
Student Organization 84
Administration 84
Research 85
Concluding Note 86

References 88

Appendix A 90

Approval of the Committee on the Use of Human Subjects in Research 91
Cover Letter 92
Survey Questionnaire 93

Appendix B 100

Tables of Raw Data on the Educative Functions Performed by the Graduates 101

Appendix C 109

Tables of Raw Data on the Assessment of the M.A. Program by the Graduates 110

Appendix D 122

List of the Professional Associations and Honor Societies of Which the Graduates Are Members 123

List of Program Titles 127

Appendix E 131

Suggestions for Improving the M.A. Program 131

List of Tables

Table		Page
1	Number of Graduates and Students Actively Pursuing a Degree in Adult Education as of July 1, 1986	2
2	Number of M.A. Graduates and Year of Graduation ...	3
3	Response Patterns to the Questionnaire	27
4	Types of Agencies in Which Respondents Work and Job Titles	32
5	Number of Graduates in Professional and Academic Associations	36
6	Involvement in Professional Associations	37
7	Types and Numbers of Publications	38
8	Professional Presentations by the Graduates	40
9	National, Regional, State, and Local Awards Received by the Graduates	43
10	Community Involvement	44
11	Mean Number of Hours per Week per Educative Function	46
12	Number of Respondents Who Work with Adults or Youth in the Educative Functions	47
13	Percentage of Respondents who Occasionally or Regularly Perform Selected Program Development Tasks	49
14	Percentage of Respondents who Occasionally or Regularly Perform Selected Administrative Tasks ...	50
15	Types of Programs in which Respondents are Instructors	52
16	Percentage of Respondents Who Occasionally or Regularly Use Selected Methods and Devices of Instruction	54

(list continues)

Table		Page
17	Percentage of Respondents Who Occasionally or Regularly Perform Selected Counseling Tasks	55
18	Percentage of Respondents Who Rated Goals for Entering M.A. Program as "Important" or "Very Important"	58
19	Percentage of Respondents Who Rated the M.A. Program as "Well" or "Very Well" in Helping Graduates Accomplish Selected Goals for Entering M.A. Program	60
20	Percentage of Respondents Who Rated the M.A. Program "Well" or "Very Well" in Providing Selected Student Services	62
21	Percentage of Respondents Who Ranked the M.A. Program "Well" or "Very Well" in Achieving Selected Educational Objectives	63
22	Percentage of Respondents Rating the Core Experiences as "Important" or "Very Important"	65
23	Percentage of Respondents Who Rated Their Satisfaction With the Content of the Core Experiences as "Satisfied" or "Very Satisfied"	66
24	Number and Percentage of Respondents Who Rated How Often They Performed Selected Program Development Tasks	101
25	Number and Percentage of Respondents Who Rated How Often They Perform Selected Administrative Tasks	103
26	Number and Percentage of Respondents Who Rated How Often They Used Selected Methods and Devices of Instruction	105
27	Number and Percentage of Respondents Who Rated How Often They Performed Selected Counseling/Advising Tasks	107
28	Number and Percentage of Respondents Who Rated the Importance of Selected Student Goals	110

(list continues)

Table Page

29 Number and Percentage of Respondents Who Rated How Well the M.A. Program Helped Them Accomplish Selected Student Goals 112

30 Number and Percentage of Respondents Who Rated How Well the M.A. Program Served Them With Selected Student Services 114

31 Number and Percentage of Respondents Who Rated How Well the M.A. Program Helped Them Accomplish Selected Educational Objectives 116

32 Number and Percentage of Respondents Who Rated the Importance of the Content of the Core Experiences in Adult Education 118

33 Number and Percentage of Respondents Who Rated Their Satisfaction With the Content of the Core Experiences in Adult Education 120

34 Number of Graduates Who Are Members of Professional Associations and Honor Societies 123

35 Types of Instruction from Titles of Courses in Which Respondents Are Instructors 127

Chapter 1

Introduction

This chapter presents a general overview of the context of the study. The chapter includes the following sections: (a) History of the Adult Education Program, (b) Problem of the Study, (c) Purpose of the Study, (d) Audiences, (e) Background of the Study, (f) Overview of the Methodology, (g) Significance of the Study, and (h) Organization of the Paper.

History of the Adult Education Program

In January, 1974, a new area of study, the adult education graduate program at the University of Minnesota, was officially established. At this time, the degrees awarded were the Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) in Education with emphasis in adult education. In the fall quarter, 1982, another degree, the Master of Education in Adult Education (M.Ed.) was added to the program. This degree was aimed at the practitioner in the field and was more experiential and practical in nature, as opposed to the M.A. and the Ph.D. which were theoretical and research oriented in nature. The number of current students and graduates from the program is shown in Table 1.

TABLE 1

Number of Graduates and Students Actively Pursuing a Degree in Adult Education as of September 15, 1986

	No.	
Degree	Graduates	Students
M.A.	61	42
M.Ed.	29	67
Ph.D.	14	51
Totals	104	160

In 1979 an External Review Committee observed the Department of Curriculum and Instruction at the University of Minnesota. In the report Burton Kreitlow (External Review Committee, 1979) made the following comments about the Adult Education program area within the Department of Curriculum and Instruction.

> The graduate program in Adult Education has made a very positive beginning in the five years since its establishment. Evidence gathered during this evaluation showed that it is being recognized as a viable specialty by related fields within the University community. The staff provides enrichment to graduate students from other fields in course work and in consultation. In addition, there appears to be an increase in the student population each year. In 1979 there were approximately 100 full and part-time students actively pursuing degrees in this specialty. The program has attracted non-traditional students who come to education from fields other than elementary and secondary education (p. 6).

Problem of the Study

The graduate program faculty, after 12 years, desired some direct feedback from its graduates as to the effectiveness and appropriateness of its program. The study sought the M.A. graduates' assessment of the program. The number of graduates and year of graduation are shown in Table 2.

TABLE 2

Number of M.A. Graduates and Year of Graduation

	No.					
Year	Female	%	Male	%	Total	%
1977	4		1		5	8
1978	5		1		6	10
1979	7		0		7	11
1980	9		3		12	20
1981	7		3		10	16
1982	3		1		4	6
1983	5		0		5	8
1984	5		2		7	11
1985	5		0		5	8
Total	50	82	11	18	61	100

It was also decided that it would be useful and important to identify how the graduates were involved in the field of adult education. The study sought to identify the graduates' formal professional, volunteer, membership and contributory roles and the educative functions the graduates performed in their roles.

Purpose of the Study

The purpose of this study was to obtain information that would improve the program, assist in student program planning, and to document the need for continued departmental and college support for the Adult Education program. The specific objectives of the evaluation were as follows:

1. This evaluation will identify the formal professional, volunteer, membership and contributing roles in the field of adult education performed by graduates of the M.A. program in Adult Education at the University of Minnesota.
2. This evaluation will identify the educative functions the graduates perform in their formal roles. These functions are categorized as instruction, counseling, program development and administration.
3. This evaluation will obtain the graduate's assessment of the M.A. program in Adult Education at the University of Minnesota. The graduate will evaluate the program on its effectiveness and efficiency in accomplishing student and

program goals.

Audiences

The primary audience for this evaluation was the Adult Education faculty. Other audiences that may find the information useful include the graduates and students of the Adult Education program, the Director of Graduate Studies in the Department of Curriculum and Instruction, and appropriate administrators in the College of Education, the Curriculum and Instruction Department, and the University of Minnesota.

Background of the Study

The graduate program in adult education at the University of Minnesota was established in 1974. Three documents described the establishment and progress of this program (University of Minnesota, 1972; University of Minnesota, 1979; External Review Committee, 1979). By 1979 the program was determined to be viable and promising. Items for improvement were also identified. These included more faculty time available to students, increased library resources, greater commitment to the program from the University, and the appropriateness of the location of the program within the Department of Curriculum and Instruction.

Four evaluation studies of graduate programs in adult education indicated some of the problems and successes with this area (Florida State University, 1972; Aker, 1974;

Goyen, 1981; Peterson, 1984). In general, graduates expressed satisfaction with the programs. Areas for improvement were in curriculum, networking and advising.

Other studies pointed out areas of concern in graduate programs in Adult Education (Even, 1975; Knox et al., 1976; Cameron & Witucke, 1984). Some of these concerns were the orientation of course content, philosophy of departments/units for degrees in Adult Education, the number of professors in the program, the departmental location, attraction of able students, and support for the program.

Overview of the Methodology

A brief overview of the methodology of the study is presented here. A detailed description of the methodology is presented in Chapter 3.

Development of the Questionnaire

The primary vehicle for this evaluation was a questionnaire survey of the graduates of the program for the period 1974 - 1986. There were 61 individuals who had completed the M.A. during this period.

A self-administered questionnaire was developed as the main instrument for this study. The questionnaire was developed with suggestions from the faculty in the program area. The questionnaire was pretested with six M.Ed. and one Ph.D. graduates of the Adult Education program.

Collection of Data

In March of 1986, the questionnaire was mailed to 61 M.A. graduates. An extensive effort was made to get 100 percent response. A total of 54 responses (89 percent of the graduates) was received. The final completed questionnaire was returned in July, 1986.

Data Analysis

The purposes of the study were to identify the roles and functions the graduates performed and their assessment of the M.A. program. Information pertaining to these purposes was obtained from the completed questionnaire, the resumes that were enclosed with the questionnaire, and from phone calls to three of the respondents. Information from the questionnaire consisted of scaled responses, written comments and suggestions. The data were hand tabulated, grouped, categorized and organized in terms of frequencies, means and percentages by the author.

Significance of the Study

The information generated from this study is of primary importance to the faculty, students and graduates of the Adult Education program area. It is anticipated that this information would be used to make improvements in the program and in student program planning.

Beyond the program area, the study may increase departmental and college understanding of and support for

the Adult Education program. The information should be useful to the Curriculum and Instruction Department, the Director of Graduate Studies, and administrators in the College of Education.

Beyond the University of Minnesota, the study can be valuable to the field of Adult Education. This field of academic study is relatively new and few evaluations have been made of graduate program efforts. Faculty who prepare professionals for work in this field are in need of information about the programs from the people directly involved in them.

Organization of the Paper

The context, purposes and an overview of the methodology of the study are presented in Chapter 1. The context includes a brief history of the program, the problem of the study, information about audiences and background, and the significance of the study. Chapter 2 presents the background for this study. This includes information on other evaluation efforts of M.A. programs in Adult Education and other information relevant to this study. The methodology of the study is discussed in detail in Chapter 3. Chapter 4 contains the findings. Chapter 5 concludes with the summary of the findings, conclusions and implications of the study.

Chapter 2

Background

The purposes of the study were to improve the program, to assist in planning of student programs and to increase departmental understanding of and support for the program. In order to address these purposes adequately, a review of the trends in master's degree programs in Adult Education, the establishment of the program at the University of Minnesota, other evaluation studies of graduate programs in Adult Education, and issues in adult education programs was undertaken.

Two of the objectives of the study involved the roles and functions of adult educators. The background on these items is also presented here. This information was used to develop the parts of the questionnaire regarding the roles and functions the graduates performed.

Trends in M.A. programs

In 1984 the report of a study done by the Commission of Professors of Adult Education was published (Cameron & Witucke, 1984). This study examined enrollment in, and the design of, master's degree programs in adult education throughout the country.

> This survey of master's degree programs in adult education showed that almost all programs are offered within education units. In contrast to this near-unanimity, there is only limited agreement on what

> the core courses should be, or how many should be required. While options are available for specializations within adult education, specialization appears to occur informally through the individual student's choice of courses.
>
> Programs tended to be small, with only 15 or fewer students admitted per year. This helps explain why few schools require that core courses be taken in sequence.
>
> Perhaps the most heartening result of the study is the realization that there has been much recent change in program, with even more anticipated in the near future. Adult education at the master's level is clearly alive and well. Continuing popularity of the field is shown by the number of new students enrolling and the high percentage completing the degree. From the number of programs indicating that the major changes have been made or are contemplated, we infer that academic programs have the flexibility to maintain their relevance as societal and student needs change (Cameron & Witucke, 1984, p. 7).

Adult Education at the University of Minnesota

In 1974 the Master of Arts in Adult Education program was established at the University of Minnesota. Three documents related the need for such a program and the progress of that program. These documents were "A Proposal to Establish a Graduate Program in Adult Education at the University of Minnesota" (University of Minnesota, 1972), "A Self-Study Report" (University of Minnesota, 1979), and "Commentary of an External Review Committee" (External Review Committee, 1979).

Proposal

In the proposal to establish a graduate program in Adult Education at the University of Minnesota, the committee noted the need for professionally trained educators of adults. They recognized adult education as a professional field and

the growth of adult education in the federal and state levels and in other institutions.

The committee described the need for systematic planning and development of an adult education program. They noted that:

> The University of Minnesota now has 15 courses whose titles and descriptions are identified with Adult Education. Most are courses providing special techniques or organizational rationale for specific Adult Education programs. In addition, the University of Minnesota has 35 courses whose content is closely related to, and thus supportive of, a programmatic focus on Adult Education.
>
> Now needed is systematic planning and development of instruction which is analytical, propositional and generalizable in relationship to the rapid growth of Adult Education. Also needed is a special focus on research to attack problems of practitioners and problems involved in implementing the University's mission through Adult Education (University of Minnesota, 1972, p. 4).

The proposal continued with the purposes, goals, organization and projections for the graduate program in Adult Education. The initial thrust of the program would be at the Master's level with the development of doctoral and undergraduate programs to follow.

Self-Study

In the 1979 self-study the adult education program area faculty outlined the mission, goals and organization of the Adult Education program. The report included the accomplishments of the faculty and students. At the time of the report, the program had admitted 77 students, three

students had passed Ph.D. preliminary oral examinations, and 13 students had passed the M.A. final oral examination.

Faculty had been involved in cooperative efforts with other areas of the University in the development of a graduate study sequence in community education and in the operation of the All-University Council of Aging. In the development of the sequence in community education the faculty cooperated with two other departments (Educational Administration and Recreation, Park and Leisure Studies [School of Physical Education]). Faculty involvement on the All-University Council on Aging included committee work and the development and coordination of a new course.

External Review

Burton Kreitlow of the University of Wisconsin, Madison wrote the commentary on the Adult Education program area for the review which was done for the Graduate School of the University of Minnesota (External Review Committee, 1979). He noted the program in Adult Education had a "very positive beginning in the five years since its establishment" (p. 6). He found the program was being recognized by other areas within the University. He described the students as follows:

> The graduate students exhibited a very positive understanding of the foundation areas essential for a professional in Adult Education. The students are a very promising group academically, being energetic, highly motivated and are stimulated by the nature of the program (p. 6).

The needs of the program at that time as identified by

Kreitlow were that (a) more faculty time should be available to students, (b) student problems with the Department of Curriculum and Instruction and the Graduate School should be resolved, and (c) better library resources should be provided. The problems the students were having with the Department of Curriculum and Instruction and the Graduate School stemmed from the non-traditional and older nature of the students themselves. They came from a variety of backgrounds other than education and had many years of experience beyond the baccalaureate degree. They felt that they did not fit the "typical graduate student in education" profile and were, therefore, not treated well by the Department of Curriculum and Instruction nor the Graduate School.

Kreitlow recommended more access to professors with a rich base in the foundations of Adult Education; expansion of the library resources; greater commitment to Adult Education on the part of the College of Education, the Graduate School and the University; and the "possibility of a more positive structure than that which exists within the Department of Curriculum and Instruction." With regards to this last item Kreitlow suggested:

> Responsible groups should consider developing a formal relationship with programs with which Adult Education has a closer philosophical, scholarly, traditional and practical relationship. These programs are in Agriculture, in Home Economics and in other

> vocational fields. They are related to Cooperative Extension, Higher Education, the School of Business and any profession where inservice education and certification are developing. These include Health Services and Law. It is possible that a sound structure might develop through the efforts of the staff of Adult Education in the Department of Curriculum and Instruction. It seems more likely to occur if leadership for change were to be taken by the Graduate School. The Graduate School should confer with the above named groups with the intent of appointing a committee to examine the structure that would be most effective in developing a needed research base, a sound and scholarly curriculum and the needed service ties to the field that can be used to enrich both study and research in Adult Education (p. 10).

Evaluation Studies of Other Programs in Adult Education

Four evaluation studies of graduate programs in Adult Education were found to be useful in developing this study. One evaluation study dealt with the development of criteria for evaluating graduate study in Adult Education (Aker, 1974). In this study adult education students and doctorates were surveyed. Another survey was used to acquire data regarding master's programs in educational gerontology (Peterson, 1984). Two more studies were used to evaluate specific graduate programs. The first was a self-study by the Adult Education faculty of Florida State University (Florida State University, 1972). The other was a follow up survey of graduates from the Master in Adult Education program at the University of the District of Colombia (Goyen, 1981). A brief review of each study follows.

Criteria for Evaluating Graduate Study in Adult Education

In this 1974 study researchers developed a set of 23

statements of behavioral objectives for graduate study in adult education. These statements were used as criteria for evaluating graduate programs in adult education. The study then surveyed 287 students and doctorates in adult education on the importance of developing professional competencies in the 23 behaviors during graduate study.

Among the findings were that all 23 behaviors were judged important in the practice of adult education and that all adult educators have a need for increasing their competence in these behaviors (Aker, 1974, p. 51).

Another finding was that:

> The adult educator who lacks professional experience but who is afforded the opportunity to relate theory to practice through an internship or field-experience program reports that nearly all essential professional competencies can be acquired through a graduate program (p. 55).

Among the suggestions were the following:

> That provisions be made or methods developed that will enable all students to more closely relate theory, concepts, and principles to professional practice (p. 55).
>
> That role studies be conducted to identify the frequency of occurence and relative importance of specific behaviors among adult educators who are performing in specialized roles such as teacher, supervisor, administrator, counselor, researcher, etc. (p.56).

Educational Gerontology

In 1984 David Peterson obtained data from graduates of 15 universities or colleges with a master's degree in educational gerontology. The survey solicited information on

curricular specialization, current employment, salary, and satisfaction with the instructional program, along with a variety of other topics. Questionnaires were mailed to 676 persons who had graduated by January, 1983. Usable responses were received from 438 individuals (65% of the graduates).

Among the findings were the following:

> Graduates were asked if the degree in aging had prepared them for their career. Seventy-eight percent indicated that it had, and 75% said that in hindsight they would choose a gerontology degree again. Of those who were employed in aging, 82% would again choose the gerontology master's degree.
>
> Graduates of master's degree programs in gerontology are overwhelmingly satisfied with the degree that they have received, have been successful in finding employment in the field of aging, and perceive themselves as well prepared for their career. Although many did not find enough skill-related specialization courses, there appears to be strong support for recommending gerontology education as an outstanding means to acquiring professional employment (Peterson, 1984, p. 2).

Florida State Self-Study

In 1972 the Department of Adult Education at Florida State University conducted a self-study (Florida State University, 1972). The faculty identified several needs for the future. These include:

> (1) more precise enroute and terminal performance statements for its students; (2) more universal representation of agencies and program areas of the field in terms of research performed and the service projects implemented;(3) more extensive use of experimental design to test developmental strategies for the resolution of crucial problems; (4) eliminate periodic breakdown of intra-departmental communications; (5) a system for continuous collection and recording of routine descriptive data; (6)

> elimination of reporting that which is not used in decision making; (7) prepare for increased enrollment in upper-division graduate level; and (8) increase enrollment in one graduate course (p. 1).

Some of the problems the faculty recognized were in trying to behaviorize the curricula to approximate more closely actual working behavior and to meet individual students' needs. To this end two methods were proposed to resolve this problem. The first was an experiment with simulation gaming which one of the faculty was using in a course on program development and evaluation. Another method used attempted to get at the unwillingness or inability of students to decide on what professional roles they wish to play after graduation. This method was a problem seminar with new students with the hope of provoking exploration and effecting early research problems and career commitments.

Another persistent problem the faculty recognized was the imprecise statements of performance expected from students and graduates. In their analysis of this problem, they stated:

> Our instructional experiences, course and extra-course, are objectified at quite a general level. Moreover, the objectives of different instructional experiences do not always mesh to form a sequential set of steps leading to an integrated set of exit capabilities which can be objectively assessed. We have been struggling with this problem for some time. Availability of faculty time to grind out the task appears to be the major obstacle (p. 39).

Follow-up Study of Graduates from University of the District of Colombia

In 1980 a follow-up study was conducted of the graduates of the Master in Adult Education degree program from the University of the District of Colombia (Goyen, 1981). The purpose of the study was to ascertain the graduates' present status and how they assessed their graduate experience. Information was obtained from 205 of the 367 persons who graduated between 1969 through 1979.

Among the findings were the following:

> The respondent's two primary purposes for attending the University of the District of Colombia (or Federal City College) was: (1) preparation for getting an adult education job or enter a new field, or (2) to update or improve skills or competencies for a job held at the time. Eighty-six percent of the respondents felt they had achieved their goal. The respondents indicated many ways the adult education program helped them (p.54).

The graduates rated the overall quality of the various aspects of the program very high. Three areas should receive some attention with the aim of improvement. These areas are career counseling, personal counseling, and academic counseling. Other ways in which the adult education program could be improved included providing an adult education library, organizing an adult education student organization, planning informal social activities, and providing a lounge area (pp. 49 - 50).

The findings indicated a great variety of positions held

by the graduates.

> Although the largest number are in educational occupations and are employed by the public school system a sizable number are in a variety of professional, technical, and managerial occupations and are employed by a federal agency, a university, or a state agency. There is a great variety even among those in educational occupations. Many are administrators, supervisors, researchers, consultants as well as teachers or instructors (p. 48).

Issues in Graduate Programs in Adult Education

Alan Knox, et al. (1973) prepared a monograph at the request of the Commission of the Professors of Adult Ecuation. Questionnaires were sent to one professor at each institutional graduate program included on the 1972 - 73 membership listing in the Commission of the Professors of Adult Education. About two-thirds responded. In this report ten widespread issues were identified regarding the initiating and revising of graduate programs.

> Twenty to 70 percent of the programs reported problems related to 10 widespread issues: the number of professors in the program, their mix of competencies, their departmental location, the specialized adult education courses, the process for approval and modification of courses, ways to relate out-of-department courses to adult education, combined department arrangements, the attraction of able graduate students, the function of faculty research, and the chairman's role in obtaining support for the adult education graduate program (p. 1).

Mary Jane Even (1975) spoke to trends and issues in graduate programs in Adult Education. She found four areas of concern. These were:

1. The content of the courses in Adult Education Graduate programs.
2. The trends in names of units governing Adult Education programs.
3. The relationship of programs of study to job availability and placement.
4. Philosophies of departments/units for degrees in Adult Education (p.3).

She believed the main issue with regards to content in courses in Adult Education was their heavy orientation placed on knowledge without application. She also called for a cooperative philosophy and orientation in Adult Education programs.

Roles and Functions in Adult Education

Those who are involved in adult education find themselves in a variety of agencies and roles and perform a variety of functions. Knox, et al. (1979) outlined the proficiencies of practitioners in adult education. Practitioners were categorized as administrators, teachers and counselors, and policy makers. The proficiencies that all categories of practitioners needed included a perspective of the field, an understanding of adult development and learning, and certain personal qualities such as commitment to lifelong learning, interpersonal effectiveness, and an innovative approach to practice.

Darkenwald and Merriam (1982) drew a distinction between roles and functions of adult educators. They pointed out that:

A distinction is made between function and role

> because, unlike the field of preparatory education, in adult education there is often a great disparity between the formal roles educators occupy and the functions they perform. In general, adult educators, whatever their designated role, perform a greater variety of educative functions than do their counterparts in preparatory education (p. 16).

In their discussion of the functions in adult education, they identified instruction, counseling, program development, and administration as the basic functions of adult educators (p. 16). Instruction was the facilitation of learning. Counseling included the "provision of information about educational and career opportunities, assistance in making educational and occupational choices, and help in dealing with problems that interfere with the learning process" (p. 19). Program development and administration were often blended together. They noted that the program development function was most distinct from its counterparts in preparatory education. The variety of agencies and purposes for adult education programs necessitated determining needs, setting objectives, selecting learning activities and resources, and evaluating outcomes for a variety of changing and short term programs.

Summary of Background

There have been few evaluation studies of graduate programs in adult education. The studies used for background material for this monograph include two faculty self-study evaluations (Florida State University, 1972; University of

Minnesota, 1979); an external review of a specific program (External Review Committee, 1979); three surveys of professors of adult education (Cameron & Witucke, 1984; Knox et al., 1976; Aker, 1974); two surveys of graduates of adult education programs (Aker, 1974; Peterson, 1984); and a survey of the graduates of a specific program (Goyen, 1981).

In general, graduate students were found to be satisfied with their graduate experience. The graduates believed the programs to be worthwhile and helped them increase their professional competence (Goyen, 1981; Peterson, 1984).

Master's degree programs were found to have continued popularity and the flexibility to maintain their relevance (Cameron & Witucke, 1984). Graduate programs have identified a number of problems and areas for improvement (Florida State University, 1972; Knox et al., 1976; University of Minnesota, 1979).

Adult educators were found to perform a variety of roles--teachers, administrators, supervisors, researchers, and consultants--and were employed in variety of agencies (Goyen, 1981). Darkenwald and Merriam (1982) discussed the point of the variety of roles and agencies in which adult educators performed their educative functions. One study (Aker, 1974) suggested that "role studies be conducted to identify the frequency of performance and relative importance of specific behaviors among adult educators" (p. 56).

Chapter 3

Methodology

The purpose of this study was to identify the roles and functions the graduates performed and to obtain their assessment of the M.A. program in Adult Education. This chapter is concerned with the methodology of the study. The methodology included the development of the questionnaire, and the collection and analysis of the data. The limitations of the study are also discussed.

Development of the Questionnaire

A self-administered questionnaire was developed between the spring of 1985 and March of 1986. An initial interview was held with Harlan Copeland, who served as chair of the program area from 1974 to 1981. To obtain suggestions for items to be included in the questionnaire, a questionnaire was distributed to other members of the faculty in Adult Education (Charles Bruning, Rosemarie Park, Howard Williams, and Reyn Willie).

A first draft of the questionnaire was submitted to the faculty for suggestions. A second draft of the questionnaire was pretested with three M.Ed. graduates. A third draft of the questionnaire was developed and reviewed by the Adult Education faculty and by the Director of Graduate Studies in the Department of Curriculum and Instruction. This draft was

also pretested with three other M.Ed. graduates and a Ph.D. graduate. After some minor changes, the final draft of the questionnaire was mailed with a cover letter to 61 M.A. graduates in March of 1986. Prior to the mailing of the questionnaire to the graduates, approval for conducting the study was received by the University of Minnesota Committee on Use of Human Subjects in Research. The questionnaire is included in the Appendix.

Since some of the information in this study was judged to be sensitive, the information regarding the assessment of the M.A. program was kept confidential. The graduates were informed about this in a note on the questionnaire before the sensitive items.

The questionnaire was constructed to obtain information about the formal roles and the educative functions the graduates performed and the graduates' assessment of the M.A. program. Information sought about their formal roles included the graduates' job titles; the agencies in which they work; their involvements in professional and academic associations; their publications, professional presentations, research, and awards; their Ph.D. studies; and their community involvement. The educative functions studied were instruction, counseling, program development, and administration.

To obtain information about the formal roles the

graduates were asked either to enclose a recent resume or to write their responses on the space provided on the questionnaire. To obtain information about the educative functions that the graduates performed, the respondents were asked to rate how often they performed the different tasks of each educative function. Further information about the instruction the graduates were doing was obtained by asking the respondents to list the titles of the courses and programs which they had taught. The number of students and the time periods of these courses and programs were also requested.

The graduates' assessment of the M.A. program was obtained from scaled responses to questions regarding (a) the graduates' goals in the M.A. program, (b) how well the M.A. program had helped them accomplish personal goals, (c) how well the M.A. program provided selected student services, (d) how well the M.A. program helped graduates achieve general educational objectives, (e) how important the graduates considered the content of core courses, (f) and how satisfied the graduates were with the content of the core courses. In addition, the graduates were asked to list specific suggestions to improve the program. These included suggestions about (a) what the faculty could do, (b) what the students could do, (c) what new courses could be added, (d) what new methods of learning could be included, and (e)

what student services could be improved.

Collection of Data

In March of 1986 the questionnaire was mailed to 61 M.A. graduates. This was 100 percent of the M.A. graduates at that time. Fifty-one of the graduates returned the questionnaires by mail. Three other graduates provided some information over the phone and some information by mail. A total of 54 (89 percent) of the graduates provided usable information. Thirty-six (67 percent) of the 54 total respondents included their resume; seventeen of the remaining respondents provided the desired information on the questionnaire, and the other remaining respondent provided this information in the phone interview.

Thirty-one questionnaires were returned by mail within the first month of the first mailing. An extensive effort was made to get 100 percent response. Addresses needed to be updated. Repeated follow-up mailings and phone calls were required to obtain the remaining completed questionnaires. The final completed questionnaire was returned in July, 1986.

Three graduates were unable to be contacted. Four graduates refused to complete the questionnaire. One admitted to a personal problem that did not allow attention to this questionnaire. A second was too busy to complete the questionnaire. Another felt that s/he was out of the program too long, his/her job did not fit with the questionnaire,

and s/he had no time to complete the questionnaire. One other graduate felt the program gave him/her the freedom to do what s/he wanted to do. S/he had found the degree very valuable, although s/he could not find the time to complete the questionnaire. Information about the pattern of response to the questionnaire is provided in Table 3.

TABLE 3

Response Patterns to the Questionnaire
(n=61)

Response Pattern	N		%
Total responses	54		89
Some information from phone		3	
Personal information from resumes		36	
All information on the questionnaire		15	
Total non-responses	7		11
Unable to contact		3	
Refused to complete questionnaire		4	
Total	61		100

Analysis of the Data

The data from the questionnaire, phone interviews, and resumes were organized and hand tabulated by the investigator. Data regarding the formal roles the graduates performed and the suggestions the graduates offered were grouped and categorized to provide meaningful information.

The scaled data were tabulated and computed using frequencies, percentages and means.

Limitations

The information of this study has certain limitations. Although every effort was made to obtain 100 percent return, only 89 percent of the graduates responded. While this is a very good response rate, it is still not complete.

Some of the graduates mentioned the length of time they have been out of the program. Their information may not be as accurate as that of a more recent graduate.

Some of the graduates expressed difficulty with the definition of roles and functions in adult education. Also compounding this difficulty was the variety of agencies in which the respondents work. One person stated that his/her work for pay and volunteer work required very different amounts of time for the different functions. S/he resolved this by answering the questions in terms of the paid position.

In the analysis of written information, the investigator chose certain categories for the data. These categories may have been different than what the respondent had intended or what other investigators may have chosen.

Since some of the information was gathered from the respondents' resumes, some of the information may not have been complete and some recent information may not have been

included on the resume. The information about certain items such as receiving awards, participation in professional associations, and other achievements may have been more accurate if a direct question regarding this information had been asked. For example, instead of asking a general question such as "List contributions to the field of Adult Education", the questions--"Have you served as an officer of a professional association?" or "Did you serve on a program committee?"--may have provided more complete information.

Chapter 4

Findings

In this chapter are presented the findings of the study. The findings included information on the roles and educative functions performed by the graduates and their assessment of the program.

Roles Performed

One purpose of the study was to identify the formal roles in adult education the graduates perform. The practitioners in the field of adult education work in many different agencies under many different job titles. The role of adult educator extends beyond the job of the practitioner. For the purposes of this study, the role of the adult educator encompasses the graduates' job titles and agencies in which they work; their involvement in professional and academic associations; their publications, professional presentations, and research; awards they have received; doctoral studies they are working on or have completed; and their community involvement.

Job Titles

Forty-four (81 percent) of the respondents were working full time in paid employment at the time of the study; seven (13 percent) part time in paid employment; one (2 percent) part time as a volunteer; one (2 percent) was unemployed;

and one (2 percent) was a full-time doctoral student in Adult Education. The job titles of the graduates indicate the various levels of involvement--from the executive level to student in Ph.D. program, from director to teacher. Some examples of job titles currently held by the M.A. graduates are Executive Coordinator, Executive Director, Manager, Program Director, Teacher, Coordinator, and Telecommunications Specialist. Three of the graduates operate their own training/consulting businesses. The job titles of the respondents are presented in Table 4.

Types of Agencies

The agencies in which the graduates are employed are also very diverse--from business to government to social service agencies to educational institutions. Knowles' typology for organizing agencies who provide adult education is as follows:

I Agencies created to educate youth but also provide education for adults.

II Agencies created to educate adults.

III Agencies created to serve the community.

IV Agencies that use Adult Education as a means to accomplish other ends.

A fifth category--"Other"--was used to classify graduates who work in agencies which do not provide adult education. The data pertaining to the agencies in which the respondents work are categorized using Knowles' typology in Table 4.

TABLE 4

Types of Agencies in Which Respondents Work and Job Titles
(n=54)

Type	No.	%	Agency	Job Titles
I	**Agencies created to educate youth but also provide education for adults**			
	9	17	Colleges and Universities	Director of Minority Program Assistant Professor Counselor/Advocate Acting Coordinator Director Program Director (3) Education Coordinator
	5	9	Community/Junior Colleges	Assoc Dean of Instr Instructor Reading Instructor Reading Specialist Teacher--ESL, ABE, GED
	4	7	Public Schools	Public Relations Director Teacher--AB/CE Teacher--GED/ABE Educator
	1	2	Vocational/ TechnicalSchools	Employment Specialist
	Subtotal	19	35 percent	
IV	**Agencies that use Adult Education as a means to accomplish other ends**			
	4	7	Business	Vice President Manager (2) Training Consultant
	2	4	Government Agencies	Business Manager Employee Dev Specialist
	2	4	Health Care	Manager Community Relations Director

(table continues)

Type	No.	%	Agency	Job Titles
	1	2	Religious	Executive Councillor
	1	2	Voluntary Assoc	Volunteer
	1	2	Correctional	Program Coordinator
	1	2	Senior Citizen	Project Director
	1	2	Foundations	Adult Ed Specialist
	1	2	Non-Profit	Community Dev Trainer
	Subtotal	14	26 percent	
II	**Agencies created to educate adults**			
	4	7	Non-Profit	Executive Director Director Special Project Consultant Coordinator
	4	7	Consulting firms	Consultant/Trainer (3) Owner
	3	6	Agricultural Extension	Telecommunications Specialist District Program Leader Home Economist
	Subtotal	11	20 percent	
Other	9	17		
			Church	Executive Coordinator
			Secondary Ed.	Director of Tutorial Program
			"	Volunteer tutor
			Elementary Ed.	Elementary Teacher
			Business	Acct Exec Writer+Photo
			"	Vice President
			"	Owner
			University	Doctoral student
			unemployed	
	Subtotal	9	17 percent	

(table continues)

Type	No.	%	Agency	Job Titles
III	**Agencies created to serve the community**			
	1	2	Community Center	Volunteer Coordinator
	Subtotal	1	2 percent	
Total	54	100 percent		

The largest percentage of the respondents work in educational institutions (Type I) and in agencies that use adult education as a means to other ends (Type IV), 35 and 26 percent respectively. Only one (2 percent) works in agencies serving the community such as libraries, nature centers, and community centers (Type III).

Forty-five (83 percent) of the respondents work in agencies and jobs involved with providing adult education. Judging from the job titles, twenty-two (40 percent) work in administrative type jobs; 13 (24 percent) in program development; seven (13 percent) in instructional positions; three (6 percent) in counseling; and nine (17 percent) are in positions other than adult education.

The nine respondents who were not directly involved in adult education still performed some educative functions. Instruction was done by the tutor, the elementary teacher, and the doctoral student. Administrative duties were

performed by the Executive Coordinator, the Director of the Tutorial Program, the Vice President, and the owner. The Account Executive performed duties similar to those of program development.

Literacy

Thirteen of the respondents (21 percent of the graduates) reported their work in adult literacy programs. Two were working full-time in the administration of adult literacy programs; two full-time in post-secondary remedial programs; seven part-time in adult basic/continuing education (AB/CE), high school equivalency (GED), or English as a second language (ESL) programs; and two formerly worked in this area but were no longer involved.

Involvement in Professional and Academic Associations

Forty-four (72 percent) of the graduates indicated membership in professional associations. Eighteen (30 percent) were also members of honor societies. Ten honor societies and 111 professional associations were listed. Of the 113 professional associations, 5 were international associations; 36 national; 6 regional; 35 state; 21 local; and 8 unable to classify by area. See Table 5 for data pertaining to the number of graduates in professional and academic associations. A complete list of the associations is provided in Appendix D.

TABLE 5

Partial Listing of the Number of Graduates in Professional and Academic Associations

(n=61)

Association	No.	%
Professional		
Minnesota Association for Continuing and Adult Education (MACAE)	21	34
American Society for Training and Development (ASTD)	9	15
American Association for Continuing and Adult Education (AAACE)	4	7
Honor society		
Phi Delta Kappa	14	23
Phi Kappa Phi	5	8

Twenty-one (34 percent) of the graduates were members of the Minnesota Association for Continuing and Adult Education (MACAE). Fourteen (23 percent) were members of Phi Delta Kappa.

Thirty (49 percent) of the graduates reported involvement in their associations that went beyond membership. Data pertaining to their involvement is presented in Table 6.

Thirteen (21 percent) of the graduates had served as President of a professioal association. Twenty-two (36 percent) worked on an association program as a presenter, convener, or other duty.

TABLE 6

Involvement in Professional Associations
(n=61)

Involvement	No.	%
Program	22	36
Committee work	20	33
Office	16	26
President	13	21

Publications

Twenty-five (38 percent) of the graduates had published their works. Four listed general items such as "several articles" or "regular contributions to a newsletter." Twenty-one reported specific items that were published. Twelve had published more than one item. The types of publications included books; research reports; articles in professional journals, magazines, newspapers, and newsletters; papers in conference proceedings of professional organizations; workbooks and manuals; pamphlets; a computer-based program; and citations by the U.S. Educational Resources Information Clearinghouse (ERIC). The types and numbers of publications are presented in Table 7.

Of the 11 works published in ERIC, eight were Master's papers. Ten graduates (16 percent) had published in professional journals; six (10 percent) had published

research reports. One graduate had published three books as well as articles in professional journals, a research report, and a computer-based program.

TABLE 7

Types and Numbers of Publications
(n=21)

Publication	No. Graduates	No. Items
Citations in ERIC	11	11
Professional journals	10	20
Research reports, monographs	6	12
Papers in conference proceedings of professional organizations	3	6
Workbooks, manuals	2	5
Magazines, newsletters, newspapers	2	4
Pamphlets	2	2
Book reviews	1	3
Books	1	3
Computer-based program	1	1

Research

The graduates performed research for their degree requirements and for publication and professional presentations. Two graduates had done research that had

received national attention. One researched in the area of adult literacy. Another conducted a national study of the competency requirements of training and development personnel.

Professional Presentations

Twenty-one (34 percent) of the graduates provided information on presentations they have given at professional meetings or at other speaking engagements. Six of this group provided only general information. They indicated they had spoken on a number of occasions to various groups--professional and lay--on a variety of topics. Fifteen listed their presentations at professional meetings. Presentations at professional meetings included local, state, regional, national and international conferences. Data for the number and level of the professional presentations are presented in Table 8.

Twelve of the graduates had spoken at state professional meetings; eight at national meetings; and one at international meetings. One graduate accounted for seven presentations at the national level on the topic of literacy.

TABLE 8

Professional Presentations by the Graduates
(n=15)

	No.	
Area Level	Respondents	Engagements
State	12	27
National	8	20
Local	5	20
University classes	5	10
Regional	3	5
International	1	2

The following is a list of the presentations at the international and the national level. The title of the presentation, the event and the association is included.

International Professional Presentations

Programming for high risk adolescents. International Conference. Association for Behavior Analysis.

The classroom as a therapeudic environment. International Conference. Association for Behavior Analysis.

National Presentations

Teaching higher level decoding skills to community college students. Eighth Annual Conference. National Association of Developmental Educators.

Senior paraprofessional peer counselors: Their selection, training and supervision. The Gerontological Society of America.

Helping others deal with change: Stress management workshop. National Adult Education Conference. American Association for Adult and Continuing Education.

Annual Conference. American Pharmaceutical Association.

Wellness in the Workplace Conference.

Advising the adult student. National Academic Advising Association.

Career counseling for the adult student. National Academic Advising Association.

Credit fo Life Learning Experience. National Academic Advising Association.

The relationship between personality type and the participation in education of older adults. National Adult Educational Research Conference.

Methods and materials in adult basic education. National Veterans Upward Bound Conference.

Adapting materials and methods for adult learners. National Veterans Upward Bound Conference.

Materials and methods for use with special student populations. National Veterans Upward Bound Conference.

Assessing the impact of adult literacy instruction: A pilot study. Lifelong Learning Research Conference.

Literacy 85. Panel discussion. American Association of Adult Education Conference.

Adult literacy impact study. National Adult Education Research Conference.

Exploring enterprising initiatives in the adult literacy movement: The Literacy 85 model. American Association of Adult Education.

ADVANCE competency-based adult diploma program. National Adult Basic Education Commissioners Conference.

The evaluation of the ADVANCE adult diploma program. National Adult Education Competency-based Conference.

The future of competency-based education. Panel discussion. National Invitational Competency-based Conference.

The Disadvantaged woman and the role of adult education. National Association of Public School Adult Educators Conference.

Doctoral Studies

Three (5 percent) of the graduates had completed their Ph.D. degrees at the time of the study. Their major areas were Educational Administration (n=2) and Adult Education (n=1). Another ten (16 percent) of the graduates were pursuing their Ph.D. degrees. A total of 13 (21 percent) of the graduates had achieved or were pursuing advanced degrees beyond the Master's degree.

Awards

Nine (15 percent) of the graduates had received awards from professional or academic associations or from the organization in which they work. Five had received more than one award. These awards included national, regional, state and local recognition. The sponsors and types of awards presented are shown in Table 9.

Involvement in Community Service

Twenty-five (41 percent) of the graduates reported involvement in community service. The manner of involvement--program development, administration, instruction, counseling--and examples of their service are shown in Table 10.

TABLE 9

National, Regional, State, and Local Awards Received by the Graduates

(n=9)

Association/Organization	No. of Recipients	Award
National		
National Association of Extension Home Economists	1	Distinguished Service
Epsilon Sigma Pi	1	Mid-Career Nominee
American College Testing Program	1	Certificate of Merit, Outstanding Academic Advising
National Higher Education Consortium	1	Creative Program of the Year
Institute for Education Leadership	1	Education Policy Fellow
American Home Economists Association	1	National Trainer for Head Start
National University Continuing Education Association	1	Creative Program
Regional		
Missouri Valley Adult Education Association	1	Adult Educator of the Year
State		
Minnesota Adult and Continuing Education Association	4	Creative Program of the Year; Outstanding Program Director; Service Award; Creative Leadership; Adult Educator of the Year
Minnesota Planning Association	1	Distinguished Service

(table continues)

Association/Organization	No. of Recipients	Award
Minnesota Association of Extension Home Economist	1	MINDISA (creative program development)
Local		
Indianhead Boy Scout Council	1	Outstanding Woman in the Community
Organizational		
Government Bureau	1	Performance (2); Achievement (2); Exceptional Service; Commanders Award
College	1	Excellence in Academic Advising

TABLE 10

Community Involvement

(n=25)

Function	No.	Examples
Instruction	11	tutoring a Vietnamese family; Church programs--preschool, cursillo; Literacy and basic skills--prison, halfway house, elderly, SE Asians; presentations to community groups and policy groups
Program Development	10	Advisory Board involvement--Continuing Education for Women, University of Minnesota; Literacy 85; Home Care Services (elderly); Hamline University--Masters in Public Administration; Women's Resource Center

(table continues)

Function	No.	Examples
Administration	5	Mounds Park Academy Parents Association; Parish council; Chrysalis Center for Women; Cable Access; St. Paul Working Opportunities for Women; Girl Scouts
Other	5	consulting to programs for the learning disabled, for troubled youth, alternative schools; volunteer involvement in church, neighborhood, and school
Counseling	1	refugees from Africa (career and vocational)

The community involvement of the graduates illustrates that the role of the adult educator goes beyond the specifications of a job. The graduates provided a valuable service to some of the less advantaged groups in society.

Additional Comments

Three graduates commented about their current roles and their feelings about the field of adult education. The following quotes illustrate various attitudes toward roles in the adult education field.

> Many grads used our M.A. to go to business and do [Adult Education] related work.
>
> I am currently not working specifically in the field of adult education, however the work I do is closely related. I am constantly doing research and evaluation. Program development strongly relates to marketing plans I create for clients.

I have been in private industry since 1977. I left the teaching/administrative field due to lack of permanent positions available as well as my personal desire to succeed in a field that produces more concrete indices of success.

Educative Functions Performed

A major purpose of the study was to identify the educative functions the graduates perform in their formal roles. The functions studied were instruction, counseling, program development and administration.

The mean number of hours per week that the graduates worked was 42.16 hours (Range--3 to 90 hours). Table 11 shows the mean number of hours and percentage of time spent on each function each week.

TABLE 11

Mean Number of Hours per Week per Educative Function
(n=47)

Function	mean number of hrs/week	% of time/week
Program Development	12.63	29.95
Administration	11.58	27.47
Instruction	8.80	20.88
Counseling	4.85	11.50
Other [a]	4.30	10.20
Total	42.16	100

[a] Other functions listed were:
committee work, preparation and meetings, consulting, attending sessions, research, management consultation,

professional service, promotion, evaluation, management, advocacy, consult in organizational development, marketing, grant evaluation.

The respondents reported that their work time was divided almost equally between the program development and administrative functions. Instruction and counseling accounted for 21 percent and 10 percent respectively of the respondents' time.

In regards to the functions they performed, the respondents were asked to indicate if they were dealing primarily with adults, both adults and youth, or primarily youth. These data are presented in Table 12.

TABLE 12

Number of Respondents Who Work with Adults or Youth in the Educative Functions

	No.			
Function	Respondents	Adults	Adults and Youth	Youth
Program Development	50	44	3	3
Administration	50	41	6	3
Counseling	43	40	2	1
Instruction	42	38	2	2

Not all the respondents performed every one of the

functions that were studied. The most common functions that the respondents rated were program development and administration followed by counseling and instruction. Each function was performed for adults by over 90 percent of the respondents who rated each function.

The functions of program development, administration, instruction and counseling were broken down into tasks. The graduates were then asked to rate the frequency in which they performed the selected tasks. The graduates could rate the frequency as "Never," "Seldom," "Occasionally," or "Regularly." The findings are presented in the text in terms of the number of respondents who rated each task "Occasionally" or "Regularly." Complete data for each function are presented in Appendix B.

Program Development

The graduates were asked to rate the frequency with which they performed the tasks associated with program development. Sixteen tasks were selected for this function. Fifty of the respondents rated these tasks. The findings are presented in Table 13 and Table 24 in Appendix B.

TABLE 13

Percentage of Respondents who Occasionally or Regularly Perform Selected Program Development Tasks
(n=50)

Rank	Tasks	No.	%
1	Organize learning experiences	46	92
	Evaluate program	46	92
3	Design overall format of the program	44	88
	Determine purpose of program	44	88
5	Select learning experiences	43	86
6	Develop (write, produce) learning experiences	42	84
7	Write educational objectives	41	82
8	Conduct (manage) program	38	76
9	Write operational objectives	36	72
10	Schedule classes	31	62
11	Promote or advertise	30	60
12	Arrange for meeting rooms	29	58
13	Use advisory councils	26	52
14	Provide student services	18	36
	Register students	18	36
16	Arrange for meals, entertainment, sleeping quarters	16	32

The program development tasks done most frequently by over 80 percent of the respondents were (a) organizing learning experiences, (b) evaluating programs, (c) designing

the overall format of the program, (d) determining the the purpose of the program, (e) selecting learning experiences, (f) developing learning experiences, and (g) writing educational objectives. In the "other" category, two respondents included the tasks of "follow up" and "direct research on program," respectively.

Administration

The graduates were asked to rate how frequently they performed selected administrative tasks. Ten tasks were selected to be studied. Fifty of the respondents rated these tasks. The findings are presented in Table 14 and Table 25 in Appendix B.

TABLE 14

Percentage of Respondents who Occasionally or Regularly Perform Selected Administrative Tasks
(n=50)

Rank	Tasks	No.	%
1	Evaluate programs	44	88
2	Keep records	42	84
	Do long range planning	42	84
4	Interpret agency/program to the general public	36	72
5	Develop a budget	34	68
6	Evaluate staff	31	62

(table continues)

Rank	Tasks	No.	%
7	Supervise staff	30	60
8	Hire staff	25	50
9	Arrange for support services for staff and/or students, eg., typing, copying, phone	22	44
10	Seek grants or other financing	20	40

The administrative tasks that were done most frequently by over 80 percent of the respondents were to (a) evaluate programs, (b) keep records, and do long range planning. In the "other" category, five respondents listed five additional tasks--make grants to non-profits; marketing business; implement policies of the board; staff development; and consulting work.

Instruction

The graduates were asked to describe their instruction activities. These included the titles, the numbers of students, time formats, and methods of instruction.

Program Titles. The M.A. graduates were asked to list the titles of the programs which they taught during the past year. Thirty-seven individuals responded to this question. Judging from the titles and the graduates' agency in which the program was offerred, the programs were grouped into four categories: training or continuing professional

education, college courses, general interest programs, and literacy programs. The literacy programs include English as a second language (ESL), adult basic skills (AB/CE), high school post-secondary remedial (GED). A summary of this data is provided in Table 15. A complete list of the titles is provided in Table 35 in Appendix D.

TABLE 15

Types of Programs in which Respondents are Instructors
(n=37)

Types of Programs	No. Respondents	No. Titles
Training, Continuing Professional Education	22	55
General Interest	9	19
College	8	22
Literacy	5	8

Twenty-two (40 percent) of the respondents listed 55 titles of training or continuing professional education type programs in which they were instructors. Seven of the respondents listed courses that fit into more than one category.

Number of Students and Time Formats of Programs. The number of students varied broadly from one-to-one to small groups to large groups. About 50 percent of the programs listed had 10 to 30 participants. Of the remaining 50 percent of the programs about one-third had less than ten participants; one-third 30-60; one-third more than one hundred.

The time formats were generally divided into one-time programs to ongoing programs. The one-time programs ranged from two-hour presentations to five day workshops. Most of the programs were one day or less. The ongoing programs were mostly in the nature of courses offered for ten weeks or one quarter.

Methods and Devices of Instruction. Forty-two of the respondents rated the frequency of their use of fourteen selected methods and devices of instruction. The findings are presented in Table 16 and Table 26 in Appendix B.

TABLE 16

Percentage of Respondents Who Occasionally or Regularly Use Selected Methods and Devices of Instruction
(n=42)

Rank	Method or Device	No.	%
1	Written material	42	100
2	Discussion	40	95
3	Blackboard, overhead	38	91
4	Paper and pencil instruments	37	89
5	Lecture	33	78
6	Demonstration	29	69
7	Role play, simulation	26	62
8	Coaching	21	50
9	Audiotape	20	48
10	TV, Video	19	45
11	On the job training	14	34
12	Tutor	13	31
13	Hands on (equipment)	12	29
14	Computer	7	17

The methods and devices most frequently used by more than 80 percent were (a) written material, (b) discussion, (c) blackboard or overhead projector, and (d) paper and pencil instruments. The computer was used least frequently of the selected methods and devices. In the "other"

category, three respondents listed other methods of instruction. These were writing a research paper and essays and keeping a journal; creative small group techniques; and participation in empowerment circles and in social action in the community.

Counseling

The graduates were asked to rate the frequency of their performance of selected tasks in counseling. Forty-three of the respondents rated five tasks in counseling. These findings are reported in Table 17 and Table 27 in Appendix B.

Table 17
Percentage of Respondents Who Occasionally or Regularly Perform Selected Counseling Tasks
(n=43)

Rank	Tasks	No.	%
1	Give information on educational opportunities	35	82
2	Help adults in dealing with personal or other problems that interfere with learning	31	73
3	Give information on career opportunities	30	70
	Assist adults in making educational choices	30	70
5	Assist adults in making career choices	25	58

Giving information on educational opportunities was the counseling task done most frequently by more than 80 percent of the respondents. In addition, five of the respondents elaborated on their counseling activities. They stated:

I use counseling with parents too; I also use senior citizens in my cross age program.

[I help with] financial counseling; welfare advocacy.

[I] help them write their resumes and work on educational needs. [I help them] recognize where they need help in career and education.

[I] provide referral to human service agencies.

[I] do diagnostic testing, interpret diagnostic testing.

Other Comments

Eight of the graduates noted that the range of educative functions they performed went beyond their specific job classifications. This was evidenced by the following quotes:

This may not directly apply to my current role. However, as part of my function, [I] do design and evaluate services.

I'm not the counselor, but informally do these things [counseling] in day-to-day discussions.

I'm not "officially" the counselor but it comes with the job.

I am not an administrator but do some of the following [administrative tasks].

I consider [counseling] part of my administrative/ supervisory role.

[It's] hard to separate these [instruction and counseling]--counseling is informal instruction in my mind.

There is a learning component in almost everything I do, though it is not so labeled.

As college teacher...my load breaks down more like 20 percent coordination, 75 percent all teaching tasks, 5 percent administration.

Two respondents described their educative activities in the following manner. This illustrates how all of the educative functions are used in adult education.

> As a member of a leadership team for the religious community of 564 women, I plan and execute educational seminars, small group gatherings and large assemblies involving religious women around the country.
>
> I have conducted and planned, etc. monthly training for volunteers....I have involved volunteers in all aspects of my program, including planning and evaluation.

Program Evaluation

For the third purpose of the study, respondents were asked to give their assessment of selected aspects of the M.A. program. Information was sought about the following.

(1) How important did the graduates perceive 13 personal goals for participating in the program?

(2) How well did the M.A. program help the graduates accomplish their personal goals?

(3) How well did the M.A. program serve the graduates in providing selected student services?

(4) How well did the M.A. program assist the graduates in achieving 12 general educational objectives?

(5) How important were the core experiences for the graduates?

(6) How satisfied were the graduates with the core experiences?

(7) What specific suggestions did the graduates have for improving the M.A. program?

The graduates were asked to rate these items according to importance, quality, or satisfaction. The ratings for importance were "No Importance," "Somewhat Important," "Important," and "Very Important." The ratings for quality were "Poor," "Fair," "Well," and "Very Well." The ratings for satisfaction were "Unsatisfied," "Partly Satisfied," "Satisfied," and "Very Satisfied." The findings in the text are presented in terms of the number of respondents who rated each item according to either of the two highest categories. Complete data are presented in Appendix C.

Importance of Student goals

Thirteen goals were rated as to their importance to the respondent. The graduates could rate as many of the goals as they chose. Table 18 presents the findings for these items. Complete data are provided in Table 28 in Appendix C.

TABLE 18

Percentage of Respondents Who Rated Goals for Entering M.A. Program as "Important" or "Very Important"
(n=54)

Rank	Goals for Entering M.A. Program	No.	%
1	Obtain a Masters degree	51	94
2	Improve professional competence	47	88
3	Academic achievement	44	82
4	Acquire ability to educate other adults	31	76

(table continues)

Rank	Goals for Entering M.A. Program	No.	%
5	Prepare for a career change	29	54
	Receive financial rewards	29	54
7	Clarify personal goals and values	27	50
	Begin a professional career	27	50
9	Gain self confidence	26	49
10	Learn how to use AE to change society	23	43
11	Educate/train others in your profession	21	39
12	Further your organization's goals through training	17	32
13	Prepare for a promotion	14	26

More than 80 percent of the respondents rated as "Important" or "Very Important" the following goals: (a) Obtain a Masters degree, (b) Improve professional competence, and (c) Academic achievement. Six respondents listed other goals as "Very Important." How well the M.A program helped them accomplish these goals is listed after each goal. These goals were:

Explore application of other disciplines to problems in higher level literacy.	Very Well
Get a theoretical framework for previous life experience.	Very Well
Counsel others.	Well

Provided me with a sabbatical experience.	Well
Learn what was happening in AE.	Well
Get the "necessary" credential to be able to teach.	Fair

Accomplishments of Students' Objectives

Respondents were asked to rate how the M.A. helped them accomplish these goals. Some items were not rated by all of the respondents, presumably because certain items were not important to them. Consequently, in Table 19 column "R" refers to the number of respondents who rated this item and column "No." refers to the number of respondents who rated this item in the "Well" or "Very Well" category. Complete data are provided in Table 29 in Appendix C.

TABLE 19

Percentage of Respondents Who Rated the M.A. program as "Well" or "Very Well" in Helping Graduates Accomplish Selected Goals for Entering M.A. Program

Rank	Goal for Entering M.A. Program	R	No.	%
1	Obtain a Masters degree	54	53	98
2	Academic achievement	53	46	87
	Gain self confidence	39	34	87
4	Begin a professional career	36	28	78
5	Improve professional competence	52	40	77
6	Prepare for a career change	37	28	76

(table continues)

Rank	Goal for Entering M.A. Program	R	No.	%
	Further your organization's goals through training	33	25	76
8	Acquire ability to educate other adults	48	36	75
9	Clarify personal goals and values	42	31	74
10	Educate/train others in your profession	39	26	67
11	Receive financial rewards	42	25	60
12	Prepare for a promotion	27	16	59
13	Learn how to use AE to change society	48	24	50

More than 80 percent of the respondents who rated these items rated the M.A. program as helping them achieve the goals--(a) Obtain a Master's degree, (b) Academic achievement, and (c) Gain self confidence--as "Well" or "Very Well." For helping the graduates achieve the goal of "Improve professional competence" the M.A. program was rated "Well" or "Very Well" by 77 percent of those rating this item.

Ratings of Selected Student Services

Respondents were asked to rate the student services of the M.A. program. These services were academic advising, networking, job referral/placement, and career planning. The findings are presented in Table 20 and Table 30 in Appendix C.

TABLE 20

Percentage of Respondents Who Rated the M.A. Program "Well" or "Very Well" in Providing Selected Student Services
(n=54)

Rank	Student Service	No.	%
1	Academic advising	45	84
2	Networking	34	63
3	Job referral/placement	23	43
4	Career planning	20	37

Forty-five (84 percent) of the respondents rated the M.A. program as "Well" or "Very Well" in providing academic advising. The other student services--networking, job referral/placement, and career planning--were rated as "Well" or "Very Well" by less than 70 percent of the respondents.

Achievement of General Educational Objectives

Respondents were asked to rate the M.A. program on twelve general educational objectives. The percentage of graduates who felt the M.A. program helped them in achieving these objectives is shown in Table 21 and Table 31 in Appendix C.

TABLE 21

Percentage of Respondents Who Ranked the M.A. Program "Well" or "Very Well" in Achieving Selected Educational Objectives
(n=54)

Rank	Educational Objective	No.	%
1	Develop your positive attitude to lifelong learning	47	87
2	Develop your understanding of adult development	46	85
	Develop your understanding of the field of Adult Education	46	85
4	Increase your competence in program design	42	78
5	Develop your understanding of learning theory	42	77
6	Develop your sense of professional responsibility	41	76
7	Strengthen your belief in the effectiveness of education	40	74
8	Prepare you to work in the field of AE	39	72
9	Increase your competence in evaluation	35	64
10	Increase your competence in instruction	26	48
11	Increase your competence in counseling	21	39
12	Increase your competence in administration	18	33

The M.A. program was rated by more than 80 percent of the respondents as helping achieve the following objectives: (a) Develop your positive attitude to lifelong learning, (b) Develop your understanding of adult development, and (c) Develop your understanding of the field of Adult Education.

The M.A. program received the least amount of "Well" or "Very Well" ratings (33 percent) for the goal, "Increase your competence in administration."

Importance of Core Experiences

Respondents were asked, "Of what importance to you was the content of the courses in AE?" Four core courses, the research paper (Plan B Project), and the internship were listed.

Six respondents indicated they did not take one or more of these courses. Some of these courses were not available for some of the graduates. Twenty-five of the respondents completed an internship. Since the number of respondents varied for each item, the number of respondents rating each item is shown in column "R." The number rating the core experience as "Important" or "Very Important" is shown in column "No." The responses are shown in Table 22 and Table 32 in Appendix C.

All of the core experiences except for the "Survey of Adult Education" course were rated as "Important" or "Very Important" by more than 80 percent of the respondents who rated these items. The "Internship" received the most (96 percent) ratings of "Important" or "Very Important."

TABLE 22

Percentage of Respondents Rating the Core Experiences as "Important" or "Very Important"

Rank	Core Experience	R	No.	%
1	Internship	25	24	96
2	Designing the Adult Education Program	51	48	94
3	Adult Learning and Development through the Life Span	51	44	86
4	Plan B Project	52	44	85
5	Strategies for Teaching Adults	44	36	82
6	Survey of Adult Education	50	34	68

Satisfaction with Core Experiences

Respondents were asked, "How satisfied were you with the content of the core courses in AE?" Since the number of respondents varied for each item, the number of respondents rating each item is shown in column "R." The number rating their satisfaction with the core experiences as "Satisfied" or "Very Satisfied" is shown in column "No." The responses are shown in Table 23 and Table 33 in Appendix C.

Eighty percent or more of the respondents rated "Satisfied" or "Very Satisfied" with two of the core experiences. These two were the Internship and the Plan B Project. The core experiences that received the least amount (58 and 57 percent, respectively) of "Satisfied" or "Very Satisfied"

were the Strategies for Teaching Adults course and the Survey of Adult Education course.

TABLE 23

Percentage of Respondents Who Rated Their Satisfaction With the Content of the Core Experiences as "Satisfied" or "Very Satisfied"

Rank	Core Experience	R	No.	%
1	Internship	24	23	96
2	Plan B Project	51	42	82
3	Adult Learning and Development through the Life Span	50	39	78
4	Designing the Adult Education Program	50	38	76
5	Strategies for Teaching Adults	40	23	58
6	Survey of Adult Education	51	29	57

Suggestions for Improving the M.A. Program

The respondents were asked to give specific suggestions for the M.A. program. The specific suggestions were elicited by the following questions:

1. What can faculty do to improve the program?
2. What can students do to improve the program?
3. What new courses should be added?
4. What new methods of learning should be used?
5. What student services could be improved?

A complete, but edited (to maintain anonymity) and

grouped (to create meaningful information) listing of the responses is included in Appendix E. What follows is a summary of the suggestions and comments of the respondents.

Forty-two of the respondents provided usable information regarding these questions. The information that was generated was in the form of comments about their experience with the program or suggestions to improve the program. One who did not answer the questions stated, "I've been away from the program so long (last coursework in '78) that my comments would not be very accurate or appropriate." Five of the respondents who did offer comments or suggestions noted the length of time since graduation and/or the fact that the program had changed since their graduation.

Eight of the respondents expressed satisfaction with and positive comments about their experience with the M.A. program. Another eight of the respondents had critical comments to make about the advising, the teaching, and the structure of the M.A. program. One other was critical of the treatment of adult students by the University.

What Faculty Can Do To Improve the M.A. program. Academic advising, career counseling, faculty-student interactions, involvement in the field of adult education, and teaching and curriculum issues were the areas in which the respondents felt the faculty could improve the program.

The teaching and curriculum issues will be dealt with in the sections on new courses and new methods.

More and better could describe the improvements suggested for academic advising, career counseling, faculty-student interactions, and involvement in the field of adult education. Some themes in the suggestions were for the faculty to (a) continue to support and encourage the students, (b) provide flexibility in the program, (c) encourage student involvement in professional associations, and (d) be accessible to the students and aware of their individual needs.

Courses and Curriculum. Suggested courses providing background and competencies in adult education, courses relating to specific audiences, and suggestions to sequence and integrate coursework were provided by the respondents. Background courses included survey type courses, adult learning and development, foundations of adult education, and research. Courses to develop competencies included courses on program design and development, administration, counseling, and instruction. Courses relating to specific audiences included training and development, international adult education, and adult literacy programs. Most of the suggestions and comments were in the areas of program development, administration, and training and development.

Methods, Techniques, Formats. The respondents

suggested more use of technology, more emphasis on internships, and some specific techniques. Video, computer, telecommunication, and other electronic media were suggested for use in the M.A. program or for students to learn about for use in education. Some specific techniques mentioned were whole brain techniques, synergistics, and Freirian approach to universal literacy.

Four respondents made statements to the effect that the adult education faculty should use adult education principles with their students. Experiential methods, group discussion and problem solving, seminar formats and opportunities for the students to present papers to classes or to teach adult audiences were suggestions that reflect the desire for student involvement in learning. Another suggestion was for the students to work with the faculty on research projects.

Another theme present in the suggestions was the application of theory to practice. The courses were suggested to be more applicable to the actual work of the practitioner.

What Students Can Do To Improve the Program. Networking with other students, alumni, faculty, and other adult education professionals; student initiative, involvement and commitment; and the development of a student advisory group to the M.A. program were cited as ways the

students could improve the program. Networking was seen as being very important. Ways to provide networking were suggested such as the newsletter, brown bag seminars, and having students or alumni speak to classes.

Student initiative could take the form of suggesting courses or organizing social activities. Students should demand high standards in themselves, their instructors, and the program. The students should commit their time and effort to the program.

Four respondents advocated the students forming an advisory group. This group would make the needs and desires of the students known to the faculty. This group could also act as an advocate of the program to the administration of the university.

Student Services. Avenues for networking, the library, financial aid, advising, and placement were student services some respondents suggested needing improvement. The newsletter; the fall retreat for students, alumni, and faculty; and a student lounge were mentioned as avenues for networking. Also more access to the instructors and a secretary were mentioned.

Other Findings

Other information was obtained from the questionnaire and from the resumes of the respondents. This other information included participation in the fine arts and

concern for social issues.

Fine Arts

Seven (11 percent) of the graduates indicated on their resume or on the questionnaire involvement in the fine arts. This involvement ranged from membership to administration. Their involvements were as follows:

Membership. Minneapolis Society of Fine Arts, Women's Art Registry of Minnesota, Linden Hills Dancing Club, Friends of Chamber Music, Bloomington Medalist Band, St Anthony Civic Orchestra

Administration. Chair, Evening Friends of the Art Institute; Director of Publicity and Development, Concentus Musicus; Co-founder and board member, Chimera Theatre, 1970-77

Concern for Social Issues

Four (seven percent) of the graduates indicated particular concern for specific social issues. One person has been involved at the international level. This person also was a co-founder of a Community School and the Community Labor Education Project. Another person in this group was a co-founder for the Powderhorn Food Coop, the Twin Cities Women's Union, and Women Against Military Madness (WAMM). Their comments illustrate their concern and their activities in this area.

> [I] work with the International Council for Adult Education, and its Adult Education and Peace Network. [I] organized (with others) two national meetings of Adult Educators for Empowerment, [and I] maintain mailing list of Empowerment & Peace Networks.
>
> For the last two years I have been performing in an anti-nuclear musical allegory sponsored by my church. I

am on the Steering Committee and handle the booking. We have performed about 21 times.

I have fifteen years experience working with a variety of education, civil rights, peace, community and women's issues. Through that work I have developed skills in networking and coalition building and a sensitivity to cross cultural differences.

I apply my role as an adult educator in community organizations that do educational work with adults and are also integrated.

Chapter 5

Summary, Conclusions, and Implications

Purpose and Methodology

The purpose of this study was to obtain information that would improve the M.A. program in Adult Education, assist in student program planning, and to document the need for continued departmental and college support for the program. The specific objectives of the evaluation were to identify the roles and educative functions the graduates performed and their assessment of the M.A. program.

A self-administered questionnaire was used to survey the 61 individuals who had completed the M.A. between 1979-1986. Fifty-four (89 percent) of the graduates provided usable information. Information pertaining to the objectives of the study was obtained from the completed questionnaire, the resumes that were enclosed with the questionnaire, and from phone calls to three of the respondents. Information from the questionnaire consisted of scaled responses, written comments and suggestions. The data were hand tabulated, grouped, categorized and organized in terms of frequencies, means and percentages by the author.

Summary of Findings

The findings are presented for the three objectives of the study--(a) identifying the roles and (b) the educative

functions performed by the graduates and (c) the graduates' assessment of the M.A. program. A concluding note follows each section of the findings.

Roles

One of the objectives of the study was to identify the formal roles in adult education the graduates perform. The findings include information about the jobs and the agencies in which the graduates work; membership and activity in professional associations; the publications, professional presentations, research, and doctoral studies the graduates had done; awards they had received; and the community service in which they had been involved. In this section the findings are presented as a percentage of the total number of graduates (n=61). The findings were:

1. Forty-five (74 percent) of the graduates work in agencies and jobs involved with providing adult education. One was a full-time doctoral student in Adult Education.
2. Nineteen (31 percent) of the graduates work in educational institutions; 14 (23 percent) work in agencies that use adult education as a means to other ends; 11 (18 percent) work in agencies created to educate adults; 1 (2 percent) works in an agency which serves the community; 9 (15 percent) were not working in adult education; and 7 (11 percent) did not respond to the survey.
3. Judging from the job titles, 22 (36 percent) of the

graduates work in administrative type jobs; 13 (21 percent) in program development; 7 (11 percent) in instructional positions; and 3 (5 percent) in counseling.

4. Eleven (18 percent) of the graduates were working in adult literacy programs. Four were working full-time; seven were part-time.

5. Forty-four (72 percent) of the graduates indicated membership in professional associations. Eighteen (30 percent) were also members of honor societies.

6. Thirty (49 percent) of the graduates reported involvement in their associations that went beyond membership. Thirteen (21 percent) served as President of a professioal association; 22 (36 percent) worked on an association program.

8. Twenty-five (38 percent) of the graduates had published their works. Eight (13 percent) had their Masters papers published by ERIC.

9. Two graduates had done research that had received national attention. One was in the area of adult literacy; the other conducted a national study of the competency requirements of training and development personnel.

10. Twenty-one (34 percent) of graduates provided information on presentations they have given at professional meetings or at other speaking engagements. One graduate accounted for seven presentations at the national level on the topic of literacy.

11. Three (Five percent) of the graduates had completed their Ph.D. degrees. Another ten (16 percent) of the graduates were pursuing their Ph.D. degrees.

12. Nine (15 percent) of the graduates had received awards from professional or academic associations or from the organization in which they work.

13. Twenty-five (41 percent) of the graduates reported involvement in community service.

Conclusions. The profile of the graduates of the M.A. program was one that characterizes the field of adult education. The graduates work in many different agencies in a variety of positions. They were active professionally beyond the requirements of their jobs. They were involved in professional associations and honor societies. Doing research, writing for publication, and pursuing doctoral studies were activities of this group. Community service and involvement with adult literacy programs were provided by many of the graduates.

Educative Functions

Identifying the educative functions the graduates performed was an objective of the study. The educative functions that were studied were instruction, counseling, program development, and administration. The findings are presented using the number of respondents (n=54).

The findings were:

1. The respondents worked a mean number of 42.16 hours per week (Range--3 to 90 hours). Thirty percent of their work time was for program development; 27 percent for administration; 21 percent for instruction; 12 percent for counseling; and 10 percent for other functions.

2. The program development tasks done most frequently by over 80 percent of the respondents were (a) organizing learning experiences, (b) evaluating programs, (c) designing the overall format of the program, (d) determining the the purpose of the program, (e) selecting learning experiences, (f) developing learning experiences, and (g) writing educational objectives.

3. The administrative tasks that were done most frequently by over 80 percent of the respondents were to (a) evaluate programs, (b) keep records, and (c) do long range planning.

4. Twenty-two (40 percent) of the respondents listed 55 titles of training or continuing professional education type programs in which they were instructors.

5. The methods and devices most frequently used by more than 80 percent were (a) written material, (b) discussion, (c) blackboard or overhead projector, and (d) paper and pencil instruments. The computer was used least frequently of the selected methods and devices.

6. Giving information on educational opportunities was the counseling task done most frequently by more than 80 percent

of the respondents.

Conclusions. The educative functions of program development, administration, instruction, and counseling were definitely the prominent functions the graduates performed. Most were able to identify these functions as aspects of their work in adult education. Program development and administration were the functions that were performed by most of the graduates most of the time.

Graduates' Assessment of the M.A. Program

The graduate's assessment of the M.A. program was focused by questions regarding (a) the graduates' goals in the M.A. program, (b) how well the M.A. program had helped them accomplish personal goals, (c) how well the M.A. program provided selected student services, (d) how well the M.A. program helped graduates achieve general educational objectives, (e) how important the graduates considered the content of core courses, (f) and how satisfied the graduates were with the content of the core courses. In addition, the graduates were asked to list specific suggestions to improve the program. These included suggestions about (a) what the faculty could do, (b) what the students could do, (c) what new courses could be added, (d) what new methods of learning could be included, and (e) what student services could be improved. The findings, using the number of respondents (n=54), were:

1. More than 80 percent of the respondents rated as "Important" or "Very Important" the following goals: (a) Obtain a Masters degree, (b) Improve professional competence, and (c) Academic achievement.

2. More than 80 percent of the respondents who rated these items rated the M.A. program as helping them achieve the goals--(a) Obtain a Master's degree, (b) Academic achievement, and (c) Gain self confidence--as "Well" or "Very Well." For helping the graduates achieve the goal of "Improve professional competence" the M.A. program was rated "Well" or "Very Well" by 77 percent of those rating this item.

3. Forty-five (84 percent) of the respondents rated the M.A. program as "Well" or "Very Well" in providing academic advising.

4. The M.A. program was rated "Well" or "Very Well" by more than 80 percent of the respondents as helping achieve the following objectives: (a) Develop your positive attitude to lifelong learning, (b) Develop your understanding of adult development, and (c) Develop your understanding of the field of Adult Education. The M.A. program received the least amount of "Well" or "Very Well" ratings (33 percent) for the goal, "Increase your competence in administration."

5. The core experiences--Internship, Designing the Adult Education Program, Adult Learning and Development through the Life Span, Plan B Project, and Strategies for Teaching

Adults--were rated as "Important" or "Very Important" by more than 80 percent of the respondents who rated these items. The Survey of Adult Education course received the least (68 percent) ratings of "Important" or "Very Important."

6. Eighty percent or more of the respondents rated "Satisfied" or "Very Satisfied" with two of the core experiences. These two were the Internship and the Plan B Project. The core experiences that received the least amount (58 and 57 percent, respectively) of "Satisfied" or "Very Satisfied" were the Strategies for Teaching Adults course and the Survey of Adult Education course.

7. Academic advising, career counseling, faculty-student interactions, involvement in the field of adult education, and teaching and curriculum issues were the areas in which the respondents felt the faculty could improve the program.

8. Suggested courses providing background and competencies in adult education, courses relating to specific audiences, and suggestions to sequence and integrate coursework were provided by the respondents. Also suggested were courses relating to specific audiences included training and development, international adult education, and adult literacy programs. Most of the suggestions and comments were in the areas of program development, administration, and training and development.

9. Some of the respondents suggested more use of technology,

more emphasis on internships, and some specific techniques.

10. A number of suggestions for experiential methods, group discussion and problem solving, seminar formats, opportunities for the students to present papers to classes or to teach adult audiences, and for the students to work with the faculty on research projects indicated a desire for more student involvement.

11. Another theme present in the suggestions was that the courses be more applicable to the actual work of the practitioner.

12. Networking with other students, alumni, faculty, and other adult education professionals; student initiative, involvement and commitment; and the development of a student advisory group to the M.A. program were cited as way the students could improve the program.

13. Avenues for networking, the library, financial aid, advising, and placement were student services some respondents suggested needing improvement.

Conclusions. This assessment of the M.A. program by the graduates indicates that the graduates were satisfied in many ways with their graduate experience but found some areas of the program as needing improvement. Improving competence in administration was one area that needed improvement. A definite need was also demonstrated for more opportunities for networking with other students, the

faculty, and other adult education professionals.

Implications

The study has implications for the curriculum, the student services, and the administration of the M.A. program. There are also implications for further research.

Curriculum

The curriculum should be improved in the following areas:

1. There should be a course on administration.
2. There should be a vehicle for the student to integrate his/her program. This could be done as a seminar course for students who have completed most of their graduate program.
3. The Survey course needs to be evaluated as to its importance and relevance. This course may not need to be one of the core courses. Perhaps this course would be more relevant to students early in their graduate study.
4. The Survey and the Stategies courses need to be monitored as to their effectiveness.
5. More use of internships would be very beneficial to the students. This would benefit the Adult Education program by establishing and maintaining ties to the field.
6. The Adult Education program area should have strong ties to other departments and areas within the University that offer adult education and related courses. The Adult Education program should inventory how many courses are

presently offered throughout the University. Students could be referred to these courses to meet their needs and interests in evaluation, instruction, counseling, training and development in business, international adult education and other related areas.

7. There should be more one credit workshops to address student interests or needs. Both students and faculty could be involved in developing these workshops. By having students involved in the development of these workshops, this could serve as a laboratory for learning program design and development.

Student Services

The student services that should be improved are networking with students, faculty and other professionals in adult education; career counseling and placement; and the formation of a student organization and/or advisory board. The following recommendations proceed from information gathered in this study.

Networking. The fall retreat for students, faculty, and alumni provides excellent opportunities for networking. The newsletter provides current information about the program and the people who are and have been involved with it. These should be renewed and maintained. Students should be encouraged to join professional associations related to the field.

Career counseling and placement. Career counseling and placement need to be formalized. More internships need to be available as an important way of orienting students to the profession. Information from this study regarding the roles and functions of the graduates should be used to help students understand the profession and how they might fit in. Students need to the know the broad perspective of the field of adult education and they need to be encourage to decide how and where they see themselves fitting into the field.

Student Organization. The students in cooperation with the faculty should form a student organization. This organization could organize the tasks of developing the fall retreat and the newsletter. This organization could also act as an advisory board to the Adult Education program.

Administration

Kreitlow (External Review, 1979) suggested that a committee be appointed to examine the structure of the Adult Education program. He stated that, although a sound structure might be developed in the Department of Curriculum and Instruction, a more positive structure might be developed within other programs. Is the present structure of the Adult Education program area the most effective in developing "a needed research base, a sound and scholarly curriculum and the needed service ties to the field" (p. 10)?

To answer this question the faculty should (a) consider the data from this study about the agencies in which the graduates work and the roles and the functions they perform, (b) gather this kind of data about the M.Ed. and Ph.D graduates and the present students enrolled in the program, (c) gather data from student programs about what supporting courses the students and graduates are taking or have taken, (d) determine from what other program areas within the University students are coming to take Adult Education courses, and (e) inventory all courses at the University dealing with and related to Adult Education. This information will be valuable in defining the role of the Adult Education program and how it should be structured.

Acknowledging and responding to this issue requires a commitment to Adult Education. Burton Kreitlow (External Review Committee, 1979) stated that, "The program in Adult Education is rich with new possibilities. In order for it to develop there will need to be a greater commitment to Adult Education on the part of the College of Education, the Graduate School, and the University" (p. 9).

Research

A number of topics for research are suggested from this study. The following research topics will help define the growing adult education profession and will provide information useful in improving programs that prepare adult

educators. These topics are:

1. The M.Ed. and Ph.D. programs should be evaluated. A similar format to this study could be followed. Other useful information that could be collected includes demographic information and career progression.
2. What differences in educational philosophy and practices exist between the Adult Education program area and the other departments and program areas that offer courses in and related to adult education?
3. What roles and functions might adult educators perform in response to changes in society, in educational institutions, and in other agencies that use adult education?
4. How do the needs of part-time adult students who are working full-time in a profession differ from the needs of the traditional college student? How can the University better serve the adult student?

Concluding Note

In 1979 Burton Kreitlow had this to say about the students:

> The graduate students exhibited a very positive understanding of the foundation areas essential for a professional in Adult Education. The students are a very promising group academically, being energetic, highly motivated and are stimulated by the nature of the program.

What was discovered by this survey was that the graduates have lived up to Burton Krietlow's estimation. They were

shown to be very active and involved in their jobs, their profession, and their community.

The success of the M.A. program can be measured in many ways by the success of its graduates. From this point of view, the M.A. program in Adult Education at the University of Minnesota can be considered a success. As in any human endeavor, there is alway room for improvement. This report is offered to the faculty to provide information that may be useful in instituting changes that may improve the program and in advising students with their M.A. experience.

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Appendix A

Approval of the Committee on the
Use of Human Subjects in Research

DATE: 2/19/86

RE: "Evaluation of M.A. Program in Adult Education at U of M"

Dear Mr. O'Connor:

We have determined that the referenced study is covered under exemption category:

____ 1) Conducted in Educational Settings
____ 2) Educational Tests
XXX 3) Survey/Interview Procedures
____ 4) Observation
____ 5) Secondary Use of Data
____ 6) Research Conducted by, or Subject to Approval of, DHHS
____ 7) Survey/Interviews of Public Figures.

Upon receipt of this card, you may begin your research. If you have any questions, please call me at 373-9895. The Committee wishes you every success with this research.

Anne Munro

Anne Munro
Administrative Assistant

Cover Letter

Graduate
Master of Arts, Adult Education
University of Minnesota

Dear

For my Plan B project, I am conducting a survey of graduates of the M.A. program in Adult Education at the University of Minnesota. This survey will help identify strengths and limitations of the program. The information gained from this survey will be used to improve and promote the Adult Education program.

I have divided the questionnaire into three sections.

- In Section 1, I am seeking information that will describe with what agencies, positions, professional organizations, and contributions you have been involved.
- In Section 2, I would like you to identify the educative functions you are currently performing in your volunteer or paid work.
- In Section 3, I am looking for your assessment of the M.A. program.

Your frank answers are important to getting useful information. Develop your answers from your own perspective of adult education. Involvement in the adult educative process is sometimes not easily described. Please feel free to elaborate on your answers.

Please complete all sections of this questionnaire. When you have completed this form, return it and your resume in the enclosed, self-addressed envelope. I would appreciate if you could return this to me by

I will send you a summary report of this survey.

Sincerely,

James O'Connor
MA Student

Enclosures

Questionnaire

Name_____ Phone (H)_____

Address_____ Phone (O)_____

_____ Date MA Granted_____

Section 1

Formal Roles

The purpose of this section is to identify the formal roles in adult education the graduates perform. These roles include professional and volunteer positions, memberships in professional organizations and contributions in research or promotion of the field of AE.

1. Please enclose your most recent resume. The information I want includes:

   a. Present full time (paid) professional position
   b. Present part time (paid) professional position
   c. Present volunteer positions
   d. Past positions (full, part time, volunteer) dating from the time you entered the M.A. program

   If necessary, please provide additional information on the back of this page.

2. List current memberships in professional organizations. Include offices held, committee involvement, dates.

3. List contributions to the field of Adult Education since entering M.A. program: research, publications, speeches, promotion or advocacy of the field of Adult Education.

ADDITIONAL INFORMATION (if necessary)

Sec 1.1 a. Present full time (paid) position

b. Present part time (paid) position

c. Present volunteer position

d. Past positions (full, part time, volunteer) dating from the time you entered the M.A. program

Sec 2.1 Instruction

	Title or Purpose	Number of Students	Time Periods
Program 4 ----------			
Program 5 ----------			
Program 6 ----------			

Any other information

Section 2

Educative Functions

The purpose of this section is to identify the educative functions in Adult Education you perform in your formal roles. The functions of Adult Education are instruction, counseling, program development and administration.

1. INSTRUCTION

A. In your present volunteer or paid work, please list the instructional programs you have personally taught within the past year.

	Title or Purpose	Number of Students	Time Periods
Example ----------	Management Training	35	3 Day Workshop
Program 1 ----------			
Program 2 ----------			
Program 3 ----------			

List additional programs on page 2.

B. When you are instructing how often do you use:

N - Never/Not Applicable
S - Seldom
O - Occasionally
R - Regularly

Lecture ----------	N	S	O	R	Computer ----------	N	S	O	R
Discussion ----------	N	S	O	R	TV, Video ----------	N	S	O	R
Demonstration ----------	N	S	O	R	Audiotape ----------	N	S	O	R
Role play, simulation ----	N	S	O	R	Written material ----------	N	S	O	R
On the job training ------	N	S	O	R	Blackboard, overhead ------	N	S	O	R
Hands on (Equipment) -----	N	S	O	R	Paper & pencil instruments	N	S	O	R
Tutor ----------	N	S	O	R	Coaching ----------	N	S	O	R

Other _____ N S O R

C. Are your students _____ primarily adults
_____ both adults and youth
_____ primarily youth

2. COUNSELING (ADVISING)

A. In your present volunteer or paid work, do you:

1. give information on educational opportunities ----------	N	S	O	R
2. give information on career opportunities ----------	N	S	O	R
3. assist adults in making educational choices ----------	N	S	O	R
4. assist adults in making career choices ----------	N	S	O	R
5. help adults in dealing with personal or other problems that interfere with learning ----------	N	S	O	R
6. other _____	N	S	O	R

B. Are your counselees/advisees _____ primarily adults
_____ both adults and youth
_____ primarily youth

N - Never/Not Applicable
S - Seldom
O - Occasionally
R - Regularly

3. PROGRAM DEVELOPMENT

A. In your present volunteer or paid work, do you:

1. use advisory councils ---------- N S O R
2. determine purpose of program ---------- N S O R
3. write educational objectives ---------- N S O R
4. write operational objectives ---------- N S O R
5. design overall format of program ---------- N S O R
6. select learning experiences ---------- N S O R
7. organize learning experiences ---------- N S O R
8. develop (write, produce) learning experiences ---------- N S O R
9. schedule classes ---------- N S O R
10. arrange for meeting rooms ---------- N S O R
11. arrange for meals, entertainment, sleeping quarters ---------- N S O R
12. register students ---------- N S O R
13. promote or advertise ---------- N S O R
14. conduct (manage) program ---------- N S O R
15. provide student services ---------- N S O R
16. evaluate program ---------- N S O R
17. other _____ N S O R

B. Are the program participants _____ primarily adults
_____ both adults and youth
_____ primarily youth

4. ADMINISTRATION

A. In your present volunteer or paid work, do you:

1. develop a budget $_____ ---------- N S O R
2. seek grants or other financing ---------- N S O R
3. hire staff how many?_____ ---------- N S O R
4. supervise staff ---------- N S O R
5. arrange for support services for staff and/or students eg. typing, copying, phone answering ---------- N S O R
6. keep records ---------- N S O R
7. evaluate staff ---------- N S O R
8. evaluate programs ---------- N S O R
9. do long range planning ---------- N S O R
10. interpret agency/program to the general public ---------- N S O R
11. other_____ N S O R

B. Does your program or agency serve _____ primarily adults
_____ both adults and youth
_____ primarily youth

Please indicate what percentage of time you spend on each of these functions in a typical week:

_____% Instruction

_____% Counseling

_____% Program Development

_____% Administration

_____% Other _____

100% = _____hours = average number of hours/week

Confidentiality: This section will be separated from the other sections to avoid identifying respondents to faculty.

Section 3

Evaluating MA Program in Adult Education at University of Minnesota

The purpose of this section is to obtain your assessment of the MA program in Adult Education at the University of Minnesota.

1. STUDENT GOALS

A. What goals did you hope to accomplish in the MA program? Circle Appropriate Letter

N - Not a Goal/Not Applicable
S - Somewhat Important
I - Important
V - Very Important

B. How well did the MA program help you accomplish these goals? Circle Appropriate Number

1 - Poor
2 - Fair
3 - Well
4. Very Well

					Poor			Very Well
N	S	I	V	Academic achievement	1	2	3	4
N	S	I	V	Improve professional competence	1	2	3	4
N	S	I	V	Obtain a Masters degree	1	2	3	4
N	S	I	V	Begin a professional career	1	2	3	4
N	S	I	V	Prepare for a career change	1	2	3	4
N	S	I	V	Prepare for a promotion	1	2	3	4
N	S	I	V	Receive financial rewards	1	2	3	4
N	S	I	V	Clarify personal goals & values	1	2	3	4
N	S	I	V	Gain self-confidence	1	2	3	4
N	S	I	V	Acquire ability to educate other adults	1	2	3	4
N	S	I	V	Learn how to use AE to change society	1	2	3	4
N	S	I	V	Educate/train others in your profession	1	2	3	4
N	S	I	V	Further your organization's goals through training	1	2	3	4
N	S	I	V	Other_____	1	2	3	4

2. PROGRAM GOALS

A. How well did the MA program serve you in these areas . . .

	Poor			Very Well
Academic advising	1	2	3	4
Career planning	1	2	3	4
Job referral/placement	1	2	3	4
Networking	1	2	3	4

2. PROGRAM GOALS (Continued)

B. How well did the MA program assist you to:

	Poor			Very Well
Develop your understanding of the field of AE	1	2	3	4
Develop your understanding of learning theory	1	2	3	4
Develop your understanding of adult development	1	2	3	4
Increase your competence in program design	1	2	3	4
Increase your competence in administration	1	2	3	4
Increase your competence in counseling	1	2	3	4
Increase your competence in evaluation	1	2	3	4
Increase your competence in instruction	1	2	3	4
Develop your positive attitude to lifelong learning	1	2	3	4
Develop your sense of professional responsibility	1	2	3	4
Strengthen your belief in the effectiveness of education	1	2	3	4
Prepare you to work in the field of AE	1	2	3	4

C. Of what importance to you was the content of the courses in AE?

N - No Importance
S - Somewhat Important
I - Important
V - Very Important

D. How satisfied were you with the content of the core courses in AE?

1 - Unsatisfied
2 - Partly Satisfied
3 - Satisfied
4 - Very Satisfied

N	S	I	V	Survey of Adult Education	1	2	3	4
N	S	I	V	Designing the Adult Education Program	1	2	3	4
N	S	I	V	Adult Learning & Development through the Life Span	1	2	3	4
N	S	I	V	Strategies for Teaching Adults	1	2	3	4
N	S	I	V	Plan B Project	1	2	3	4

Did you do an Internship? _____Yes _____No

N	S	I	V	Internship	1	2	3	4

2. PROGRAM GOALS (Continued)

E. What specific suggestions do you have for the MA program?

1. What can faculty do to improve program?

2. What can students do to improve program?

3. What new courses should be added?

4. What new methods of learning should be included?

5. What student services could be improved?

Appendix B

Educative Functions

Responses for Educative Functions

N--Never, S--Seldom, O--Occasionally, R--Regularly

Program Development

In your present volunteer or paid work do you:

TABLE 24

Number and Percentage of Respondents Who Rated How Often They Performed Selected Program Development Tasks
(n=50)

	N		S		O		R	
Tasks	No.	%	No.	%	No.	%	No.	%
Use advisory councils	15	30	9	18	15	30	11	22
Determine purpose of program	4	8	2	4	8	16	36	72
Write educational objectives	4	8	5	10	12	24	29	58
Write operational objectives	11	22	3	6	8	16	28	56
Design overall format of program	3	6	3	6	7	14	37	74
Select learning experiences	2	4	5	10	8	16	35	70

(table continues)

	N		S		O		R	
Tasks	No.	%	No.	%	No.	%	No.	%
Organize learning experiences	0	0	4	8	9	18	37	74
Develop (write, produce) learning experiences	4	8	4	8	12	24	30	60
Schedule classes	11	22	8	16	8	16	23	46
Arrange for meeting rooms[a]	11	22	10	20	6	12	23	46
Arrange for meals, entertainment, sleeping quarters[a]	23	46	11	22	6	12	10	20
Register students[a]	19	38	13	26	9	18	9	18
Promote or advertise	10	20	10	20	10	20	20	40
Conduct (manage) program	7	14	5	10	7	14	31	62
Provide student services	22	44	10	20	4	8	14	28
Evaluate program	3	6	1	2	13	26	33	66

[a] My program associate handles the details. I make the initial contact unless it's an ongoing program.

Normally done by another staff person for my programs.

Other program development tasks:

Follow up

Direct research on program

Are program participants	primarily adults	44	88%
	both adults and youth	3	6%
	primarily youth	3	6%

Administration

In your present volunteer or paid work, do you:

TABLE 25

Number and Percentage of Respondents Who Rated How Often They Perform Selected Administrative Tasks
(n=50)

	N		S		O		R	
Tasks	No.	%	No.	%	No.	%	No.	%
Develop a budget[a]	9	18	7	14	6	12	28	56
Seek grants or other financing[b]	23	46	7	14	7	14	13	26
Hire staff[c]	18	36	7	14	12	24	13	26
Supervise staff	16	32	4	8	5	10	25	50
Arrange for support services for staff/students, eg. typing, copying, phone answering	14	28	14	28	8	16	14	28
Keep records[d]	4	8	4	8	7	14	35	70
Evaluate staff	15	30	4	8	5	10	26	52
Evaluate programs[e]	4	8	2	4	9	18	35	70

(table continues)

	N		S		O		R	
Tasks	No.	%	No.	%	No.	%	No.	%
Do long range planning	6	12	2	4	11	22	31	62
Interpret agency/program to the general public	11	22	3	6	7	14	29	58

[a] "Develop a budget, $_____." (in dollar amounts)

1,000; 4,000; 9,600; 30,000; 50,000; 50,000; 72,000; 100,000; 120,000; 300,000; 300,000; 600,000; 140,000,000 6,000-250,000; 2.5M

[b] Determine grant recipients and other financing recipients.

[c] "Hire staff, how many?"

2; 3; 3; 5; 6; 7; 14; 1-10; 150 part-time instructors; 3 full-time, 2 part-time; per year?

[d] Normally done by another staff person for my programs

[e] Not formal written, but evaluation with staff and committees

Not formally

Other administrative tasks:

Make grants to non-profits

Marketing business

Implement policies of the board

Since I have hired non-professionals (community residents) there is much staff development.

Consulting work

Does your program or agency serve primarily adults		41	82%
	both adults and youth	6	12%
	primarily youth	3	6%

Instruction

When you are instructing how often to you use:

TABLE 26

Number and Percentage of Respondents Who Rated How Often They Used Selected Methods and Devices of Instruction
(n=42)

	N		S		O		R	
Method/device	No.	%	No.	%	No.	%	No.	%
Lecture	3	7	6	14	11	26	22	52
Discussion	1	2	1	2	2	5	38	90
Demonstration	8	19	5	12	13	31	16	38
Role play, simulation	9	21	7	17	12	29	14	33
On the job training	24	57	4	10	7	17	7	17
Hands on (Equipment)	24	57	6	14	7	17	5	12
Tutor	19	45	10	24	5	12	8	19
Computer	26	62	9	21	7	17	0	0
TV, Video	16	38	7	17	13	31	6	14
Audiotape	14	33	8	19	18	43	2	5

(table continues)

	N		S		O		R	
Method/device	No.	%	No.	%	No.	%	No.	%
Written material	0	0	0	0	3	7	39	93
Blackboard, overhead	4	10	0	0	7	17	31	74
Paper and pencil instruments	3	7	2	5	12	29	25	60
Coaching	17	40	4	10	5	12	16	38

Other methods listed:

Paper, journal, essays

Popular ed. techniques, i.e., large paper drawing images in small groups

Ritual, empowerment circles, participation in action in the community

Are students	primarily adults	38	90%
	both adults and youth	2	5%
	primarily youth	2	5%

Counseling (Advising)

In your present volunteer or paid work do you:

TABLE 27

Number and Percentage of Respondents Who Rated How Often They Performed Selected Counseling/Advising Tasks
(n=43)

	N		S		O		R	
Tasks	No.	%	No.	%	No.	%	No.	%
Give information on educational opportunities	5	12	3	7	15	35	20	47
Give information on career opportunities	8	19	5	12	15	35	15	35
Assist adults in making educational choices	7	16	6	14	16	37	14	33
Assist adults in making career choices	9	21	9	21	14	33	11	26
Help adults in dealing with personal or other problems that interfere with learning	6	14	6	14	14	33	17	40

Other counseling/advising tasks:

I use counseling with parents too. I also use senior citizens in my cross age program.

How to be a more effective educator.

Financial counseling; welfare advocacy

Help them write their resumes and work on educ. needs/ recognize where they need help in career and education.

Provide referral to human service agencies.

Advisory committee member to several religious groups.

Prepare program to motivate students, educate community.

Help organizations design development strategies.

Do diagnostic testing, interpret diagnostic testing.

Are your counselees/advisees	primarily adults	40	93%
	both adults and youth	2	5%
	primarily youth	1	2%

Appendix C

Graduates' Assessment of M.A. Program

Student goals

Importance of Selected Student Goals

What goals did you hope to accomplish in the M.A. program?

Responses

N--Not a goal/ Not applicable, S--Somewhat Important, I--Important, V--Very Important

TABLE 28

Number and Percentage of Respondents Who Rated the Importance of Selected Student Goals
(n=54)

	N		S		I		V	
Goals	No.	%	No.	%	No.	%	No.	%
Academic achievement	2	4	8	15	14	26	30	56
Improve professional competence	1	2	6	11	10	19	37	69
Obtain a Masters degree	1	2	2	4	7	13	44	81
Begin a professional career	23	43	4	7	11	20	16	30
Prepare for a career change	18	33	7	13	8	15	21	39

(table continues)

	N		S		I		V	
Goals	No.	%	No.	%	No.	%	No.	%
Prepare for a promotion	34	63	6	11	6	11	8	15
Receive financial rewards	16	30	9	17	16	30	13	24
Clarify personal goals and values	15	28	12	22	12	22	15	28
Gain self confidence	19	35	9	17	16	30	10	19
Acquire ability to educate other adults	7	13	6	11	15	28	26	48
Learn how to use AE to change society	10	19	21	39	13	24	10	19
Educate/train others in your profession	24	44	9	17	12	22	9	17
Further your organization's goals through training	26	48	11	20	9	17	8	15

Accomplishment of Student Goals

How well did the M.A. program help you accomplish these goals?

Responses

NR--No Response, 1--Poor, 2--Fair, 3--Well, 4--Very Well

TABLE 29

Number and Percentage of Respondents Who Rated How Well the M.A. Program Helped Them Accomplish Selected Student Goals
(n=54)

	NR		1		2		3		4	
Goals	No.	%	No.	%	No.	%	No.	%	No.	%
Academic achievement	1	2	1	2	6	11	17	31	29	54
Improve professional competence	2	4	2	4	10	19	23	43	17	31
Obtain a Masters degree	0	0	0	0	1	2	2	4	51	94
Begin a professional career	18	33	3	6	5	9	13	24	15	28
Prepare for a career change	17	31	2	4	7	13	12	22	16	30
Prepare for a promotion	27	50	6	11	5	9	9	17	7	13
Receive financial rewards	12	22	6	11	11	20	14	26	11	20
Clarify personal goals and values	12	22	3	6	8	15	19	35	12	22

(table continues)

	NR		1		2		3		4	
Goals	No.	%	No.	%	No.	%	No.	%	No.	%
Gain self confidence	15	28	1	2	4	7	15	28	19	35
Acquire ability to educate other adults	6	11	2	4	10	19	20	37	16	30
Learn how to use Adult Education to change society	6	11	7	13	17	31	18	33	6	11
Educate/train others in your profession	15	28	1	2	12	22	16	30	10	13
Further your organization's goals through training	21	39	2	4	6	11	18	33	7	13

Other Student Goals and their rating:

	Importance	How well
Counsel others	V	3
Get the "necessary" credential to be able to teach	V	2
Provided me with a sabbatical experience	V	3
Get a theoretical framework for previous life experience	V	4
Learn what was happening in Adult Education	V	3
Explore application of other disciplines to problems in higher level literacy	V	4

Program Goals

Student Services

How well did the MA program serve you in these areas:

Responses

NR--No Response, 1--Poor, 2--Fair, 3--Well, 4--Very Well

TABLE 30

Number and Percentage of Respondents Who Rated How Well the M.A. Program Served Them With Selected Student Services
(n=54)

Student Services	NR		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Academic advising[a]	0	0	5	9	4	7	15	28	30	56
Career planning[b]	4	7	10	19	20	37	16	30	4	7
Job referral/placement[c]	7	13	13	24	11	20	13	24	11	20
Networking[d]	1	2	7	13	12	22	18	33	16[e]	30

[a] ... was great

Except for ..., my original advisor

Excellent

[b] Not primary goal

These were not my goals.

c Not primary goal

These were not my goals

Not needed

Probably my fault there

I am corporate--Adult Ed program is more slanted to public education.

"Referral"--... was excellent,"placement"--not as such

N/A.

d These were not my goals

I think it was provided but I didn't use it.

e One person rated "networking" a "2" with the note "remember I'm out of state." This was included in the table. This person also rated "networking" a "4" with the note "if I had stayed in MN." This is not included in the table.

Other comments

I have not used opportunity available through AE--Need to evaluate my position and use available resources.

One person added "Thesis advising" and rated it--4 (Very Well).

One person added a 0 on rating for Job referral/placement.

General Educational Objectives

How well did the MA program assist you to:

Responses

NR--No Response, 1--Poor, 2--Fair, 3--Well, 4--Very Well

TABLE 31

Number and Percentage of Respondents Who Rated How Well the M.A. Program Helped Them Accomplish Selected General Educational Objectives

(n=54)

Educational Objective[a]	NR		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Develop your understanding of the field of Adult Education	0	0	0	0	8	15	19	35	27	50
Develop your understanding of learning theory	0	0	2	4	10	19	25	46	17	31
Develop your understanding of adult development	0	0	0	0	8	15	20	37	26	48
Increase your competence in program design	0	0	4	7	8	15	26	48	16	30
Increase your competence in administration[b]	0	0	9	17	27	50	13	24	5	9
Increase your competence in counseling	0	0	15	28	18	33	18	33	3	6

(table continues)

Educational Objective	NR		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Increase your competence in evaluation	0	0	6	11	14	26	21	39	13	24
Increase your competence in instruction	0	0	6	11	12	22	17	31	9	17
Develop your positive attitude to lifelong learning[c]	1	2	0	0	6	11	12	22	35	65
Develop your sense of professional responsibility[d]	2	4	3	6	8	15	16	30	25	46
Strengthen your belief in the effectiveness of education[e]	1	2	3	6	10	19	19	35	21	39
Prepare you to work in the field of AE[f]	2	4	2	4	11	20	18	33	21	39

[a] I came to the program with these competencies

[b] My program didn't emphasize this

[c] I already had one

[d] I already had one

N/A already had it

Mainly my advisor

[e] For what?

[f] Not sure since I'm not in field

Importance of Core Experiences

Of what importance to you was the content of the courses in Adult Education?

Responses

N--No Importance, S--Somewhat Important, I--Important
V--Very Important

TABLE 32

Number and Percentage of Respondents Who Rated the Importance of The Content of the Core Experiences in Adult Education

(n=54)

Core Experience	NR		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Survey of Adult Education	4	7	4	7	12	22	15	28	19	35
Designing the Adult Education Program	3	6	0	0	3	6	17	31	31	57
Adult Learning and Development through the Life Span	3	6	0	0	7	13	11	20	33	61
Strategies for Teaching Adults	10	19	3	6	5	9	15	28	21	39
Plan B Project	2	4	1	2	7	13	13	24	31	57

(table continues)

Core Experience

	NR		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
(n=25)Internship										
	0	0	1[a]	4	0	0	5	20	19	76

[a] I had been teaching there for years previous to internship

Did you do an Internship?	Yes	25	46%
	No (or NR)	29	54%

Satisfaction with Core Experiences

How satisfied were you with the content of the core courses in Adult Education?

Responses

NR--No Response, 1--Poor, 2--Fair, 3--Well, 4--Very Well

TABLE 33

Number and Percentage of Respondents Who Rated Their Satisfaction With the Content of the Core Experiences in Adult Education

(n=54)

Core Experience	NR		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Survey of Adult Education	3	6	4	7	18	33	10	19	19	35
Designing the Adult Education Program	4	7	4	7	8	15	16	30	22	41
Adult Learning and Development through the Life Span	4	7	1	2	10	19	13	24	26	48
Strategies for Teaching Adults [a]	14	26	9	7	8	15	12	22	11	20
Plan B Project	3	6	1	2	8	15	14	26	28	52
(n=25)Internship	1	4	1 [b]	4	0	0	6	24	17	28

[a] Should have been the most important course--both learning and practices teaching methods but was an insult instead! The course had no depth at all.

[I] don't think I had this one and should have (was not required at the time).

[b] Satisfied with his/her end

Additional notes:

These courses are no longer clear in my mind. I've adopted the information and no longer separate it in my mind by course.

I benefited a great deal from a course taught in Ag[ricultural] Ext[ension] (Administration)--I would have liked to have discovered that connection sooner--as it was, I found Extension in my last term and would have liked more time to explore it.

Appendix D

TABLE 34

Number of Graduates Who Are Members of Professional Associations and Honor Societies

No.	Professional Association/Honor Society
	Professional Association
	International
1	International Association of Personnel Women
1	International Association of Quality Circles
1	International City Management Association
1	International Reading Association
1	International System Society
	National
9	American Society for Training and Development
4	American Association for Adult and Continuing Education
2	American Society for Personnel Administrators
2	National University Continuing Education Association
2	World Future Society
1	American Association for Counseling and Development
1	American Association of Dental Schools
1	American Association of University Women
1	American Dental Hygiene Association
1	American Personnel and Guidance Association
1	American Psychological Association
1	American Society of Allied Health Professionals
1	American Society for Health Education and Training
1	Association of Educational Communications Technologies
1	Association for Behavior Analysis
1	Deming Management Forum
1	Direct Marketing Association
1	Educators for Social Responsibility
1	Human Resource Planning Society
1	Investment Company Institute
1	Leadership Conference of Women Religious
1	National Academic Advising Association
1	National Adult Education Association

(table continues)

No.	Professional Association/Honor Society
1	National Association for the Advancement of Colored People
1	National Association of Developmental Educators
1	National Association of Educational Broadcasters
1	National Association of Extension Home Economists
1	National Council of Teachers of English
1	National Writing Assessment Network
1	No-load Mutual Fund Association
1	Professional Photographers of America
1	Public Relations Society of America
1	Society of Professional Health Educators
1	Teachers of English to Speakers of Other Languages
1	Women in Communication
1	Women in Management
	Regional
2	Missouri Valley Adult Education Association
1	Mid-America Association of Educational Opportunity Program Personnel
1	Mid-America Congress on Aging
1	Mid-West Regional Conference for English in Two Year Colleges
1	Midwest Regional Council--Teachers of English to Speakers of Other Languages
1	Western Gerontological Society
	State
21	Minnesota Association for Continuing and Adult Education
3	Minnesota Teachers of English to Speakers of Other Languages
3	Minnesota Women in Higher Education
2	Minnesota Women's Network
2	American Home Economists Association
2	Minnesota Intergovernmental Training Council
2	Minnesota Post-Secondary Reading Council
1	ABE/GED Network
1	California Teachers of English to Speakers of Other Languages

(table continues)

No.	Professional Association/Honor Society
1	Minnesota Academic Excellence Foundation
1	Minnesota Awareness Project
1	Minnesota Black Network Systems
1	Minnesota Home Economists Association
1	Minnesota Association for Counseling and Development
1	Minnesota Association of Extension Agents
1	Minnesota Association of Volunteer Directors
1	Minnesota College Personnel Association
1	Minnesota Community Corrections Association
1	Minnesota Community Education Association
1	Minnesota Council of Directors of Health Care Volunteers
1	Minnesota Council of Teachers of English
1	Minnesota Council on Foundations
1	Minnesota Dental Hygiene Educators Association
1	Minnesota Education Association
1	Minnesota Federation of Teachers
1	Minnesota Gerontological Society
1	Minnesota Health Promotion Network
1	Minnesota Licensed Psychologists
1	Minnesota Public Health Association
1	Minnesota Reading Association
1	Minnesota Recreation and Parks Association
1	Minnesota State Nutrition Council
1	Minnesota State Dental Hygiene Association
1	Minnesota Voluntary Action
1	Women's Art Registry of Minnesota
	Local
3	Twin Cities Personnel Association
2	St. Paul Senior Workers
1	All University Council on Aging
1	Chicago Area Society for Healthcare Education and Training
1	City of Minneapolis Education Association
1	Corporate Volunteer Council
1	Living-at-Home
1	Minneapolis Community College Faculty Association
1	Minneapolis Urban League

(table continues)

No.	Professional Association/Honor Society
1	Richardson Business and Professional Women's Club
1	St. Paul Dental Hygiene Component
1	Tri Delta, Twin City Alliance
1	Twin Cities Academic Advisory Network
1	Twin City Investment Women's Clug
1	Twin West Chamber of Commerce
1	Twin West Chamber of Commerce Women's Network
1	University Community Video
1	University of Minnesota International Speakers Bureau
1	Atlanta Alumni
1	University of Minnesota Alumni Association
1	University of Minnesota Parent-Teachers Association
	Unable to Classify by Area
2	Higher Education Consortium on Learning Disabilities
1	Association of Afro-American Educators
1	Black Networking Association
1	Coalition for Terminal Care
1	College Communication and Composition
1	Melpomene Institute
1	Personnel and Industrial Relations Association
1	Seniors' Health Promotion Network
	Honor Society
14	Phi Delta Kappa
5	Phi Kappa Phi
2	Epsilon Sigma Phi
2	Mortar Board
2	Phi Beta Kappa
2	Pi Lambda Theta
1	Gamma Sigma Delta
1	Omicron Nu
1	Phi Epsilon Omicron
1	Sigma Phi Alpha

TABLE 35

Types of Instruction from Titles of Courses in Which Respondents are Instructors

(n=37)

Type of Instruction	Titles	No. of Graduates
Training/ Continuing Professional Education		22
	(Extension)	
	Strategic Planning in Home Economics	
	New Agent Orientation	
	Situational Analysis	
	Needs Assessment	
	County Extension Committees Role in Quality Programs	
	Dislocation - A Family Affair	
	Alternative Delivery Methods	
	Effective Meetings	
	Management Presentations	
	Train the Trainer	
	How to Teach Nutrition at Head Start	
	How Adults Learn	
	Assertiveness Training	
	(Business)	
	Managing Change	
	Managing Personal Learning, Change	
	Human Resource Strategy	
	Assertiveness Training for Managers	
	Managing Conflict	
	Introduction to Statistical Process Control	
	Managing a Sales Force	
	Human Resource Planning	
	Cross-Cultural Training	
	Series 6 Training - Prospective Stock Brokers	
	Series 7 Training "	
	Executive Communication Skills	
	Proven Management Techniques for Secretaries	
	(Hospital)	
	Guest Relations	
	Marketing Concepts	

(table continues)

Type of Instruction	Titles	No. of Graduates
	Management Training	
	Team building	
	Employee Training	
	Sponsorship of Catholic Health Care Institutions	
	(Government)	
	Train the Trainer	
	Non-defensive Communication	
	Handling Difficult Situations	
	Career change	
	Numerous workshops on: Meeting Management, Long Range/ Strategic Planning, Systems Management, Organizational Effectiveness, Individual/ Group Behavior, Systems Integration	
	Administration of Adult Education Programs	
	(Other Organizations)	
	Educational seminars, small group gatherings and large assemblies for religious women	
	Strategic Planning	
	Board Recruitment	
	Problem Solving	
	Team Building	
	Volunteer Training - aging	
	Hazards of Being a Volunteer	
	Clinical Dental Hygiene	
	Supervisory Development	
	Communication	
	Working Smarter, Not Harder	
	Quality Cirles	
College		8
	College for Working Adults - Social Science, eight different courses in Sociology, Economics, Political Science, Social Science, History	
	Peace Education Speaker Training	
	Workshop on Central American Dep Educ	
	Management Training	
	Diagnosis (largely LD and ESL)	
	Direct Independent Study	
	Classroom Instruction	

(table continues)

Type of Instruction	Titles	No. of Graduates
	Instructor and Tutor Training	
	Center Management (Often while counseling and diagnosing)	
	Counseling	
	Educational Gerontology	
	Math Anxiety Clinics	
	Introduction to Special Education	
	Creating Learning Environments	
	Orientation to University	
	Central American Educational Work	
	Anti nuclear educational work	
	Writing Lab (college freshman composition course)	
	College orientation	
	College 1 credit course in planning the 4 year baccalaureate degree	
	Individual Educational Planning	
	Career and Life Planning	
	Program Planning for Managers of Volunteers	
Literacy		5
	ESL for Working Refugees	
	ABE/GED	
	Reading, Composition, Study Skills	
	Workshops	
	Beginning Reading	
	GED preparation	
	AB/CE	
	Reading (Three Levels)	
General Interest		9
	Aging Parents	
	Tutoring high school students - Biology, English, Social Studies	
	Chinese	
	Resume Writing	
	Brainstorming	
	Writing and Promotion for the Media	
	Health Care consumer education	
	Assertiveness for Women	
	Nutrition and Food Budgeting	
	Witness Preparation	
	Cross country skiing	

(table continues)

Type of Instruction	Titles	No. of Graduates
	Outdoors in winter Variety of courses--canoeing, winter camping, challenge team building, snowshoeing, healthy living	

Appendix E

Written Suggestions for Improving the M.A. Program

General Comments

Positive Comments

[I] think program has changed a lot since I graduated in '81 due to M.Ed. and more internships. Both are excellent additions. This was my second MA I enjoyed the classes. But even more I enjoyed, valued, and learned from the friendship developed with other students and professors. It was, in general, a very positive experience.

I felt...were very well meaning professors who did a reasonably good job promoting and teaching in a non-rigorous academic field.

I want to emphasize the quality experience I had doing my Plan B. Only now in a PhD program, do I fully realize how well that prepared me for advanced studies. Much of the credit goes to my advisor.

Keep up the good work!

Listen to....Once out of the program one realizes the respect of [his/her] peers and demonstrated leadership [s/he] possesses.

My advising was excellent.

I was very satisfied with the advising.

I was generally satisfied.

Critical

Advising was poor--probably due to the specific advisor I had.

I've been away from the field long enough not to know what the current status of the program is. The only negative experience I had was the amount of time and trouble it took to have my paper reviewed.

The instructors I took, by in large, were [teachin well], or were running too short on preparation time/energy when they weren't. But hearsay indicated that some did not teach well. The one I had who didn't is probably retired. He also taught the weakest Adult Education course I took--the Survey to

Adult Education.

[The] faculty [was] overworked; some [were] going through the motions; [They should] take new classes themselves. [Some of their courses were] taught so many times [that] it shows.

The Strategies course was the greatest disappointment of all the Adult Education courses I took. It needs total revamping. There was no value to it for me.

I believe credibility of program is over-rated within. Perhaps, more [public relations] is needed to give it credibility as an M.A. program.

The M.A. program is quite a few years behind me now and may have changed. My Survey--Intro. course lacked philosophical, historical, and social context--this was definitely a missing link.

Eliminate requirements--the program has changed considerably since I graduated. I was free to put together my own program which considered the strenghts I already had and the ones I wanted to develop--truly recognizing me as an adult learner responsible for setting my own goals. Although I haven't thoroughly reviewed the program recently, I would probably not consider the degree now if I wanted to pursue a master's. I would go to another university or look into Vo.Ed.'s Training and Development program. This is unfortunate since I felt my degree program in its flexibility was able to give the education I wanted.

What student services are there? The University is terrible for adult students. You really have to manage it all in spite of the Administration.

<u>Other Comments</u>

[The program] must keep current with the marketplace since ultimately people want jobs.

I've been away from the program so long (last coursework in '78) that my comments would not be very accurate or appropriate.

I know there have been many changes since I left. I feel somewhat at a loss to answer.

[These comments and suggestions are] based on my experience of 1977 M.A. program.

What can faculty do to improve the program?

Advising

Guidance and counseling re: coursework/thesis/career opportunities, job services and placement

Need better advising. People who know the system. People who care about education and educating students.

Academic

Improve academic advising.

More explanation of the program and requirements when one starts the program. Faculty assume we know more than we do--about things like Plan B's, having to take stat courses and the oral. More help in clarifying career goals. What can be done with a Master in AE?

Work to eliminate bureaucratic "hoops" students must go through to get thru the program.

Be more flexible in helping students set their own academic program.

Continue to provide flexibility in courses that apply toward the M.A. and continue the personal support to students.

Career Counseling

Provide better counseling on career choices.

Provide opportunities for career directed discussion.

Do a value clarification with students before they register in program. Be honest about availability of positions.

Provide more/better advisors with current employment information, career assistance, internships, networking, etc., [also] more current classes and information.

...does a wonderful job in keeping informed of job opportunities, maybe formalize a bit.

Networking Within the Field of Adult Education

Become more involved in professional Ad Ed nationally.

Most could bring in people who work in the world of adult education that includes other than the white middle class and recognize that adult educators include many people now excluded from the field (ie., NAACP, Urban League, TCOIC, AIM, Rainbow Coalition, Minnesotans Against Apartheid, WAMM, Nicaragua Solidarity Committe, etc.,etc.) Adult ed. needs to be redefined to be inclusive, not exclusive.

Encourage students to be more involved in the field of adult education--via professional associations, professional conferences and visiting education centers in Minnesota. For example, bring groups of students to conferences and make stops at educational centers along the way--a travel/study program.

Encouragement to invite students in MACAE

Faculty-Student Interactions

Faculty should be more accessible. I don't mean they were remote, but busy...Advising was catch as catch can--but I was able to make it work for me.

They work hard and spend a lot of individual time with students. Perhaps fall group academic planning sessions (for degree program planning and advising) or a mini-1 credit course in Planning Your Plan B would help save time.

Faculty should guard against having too many students to be able to follow through with time needed per student (ie.,counseling, folow up with Plan B, etc.).

Faculty more aware of needs of students and demands of students. More personalized and more individual counseling to determine what students want to get out of course. More one on one.

All faculty need to be active in student/faculty sessions. Perhaps faculty could share their research projects--exampleship.

More interactions between faculty and students.

Continue to support/encourage students.

Encourage self-direction on a more systematic basis.

Be concerned about teaching well.

What new courses should be added?

Is statistics necessary? I do not believe it has been at all helpful to me--either in doing the Plan B or in my career.

Need statistics.

Ensure that courses include content oriented to the changing adult education concept.

Better definition of learning outcomes for individual classes and programs.

Survey of the Field of Adult Education

Program to expose student to the outside world.

Study tour for a survey's type course one quarter in conjunction with a major conference. Travel about 1 wk in a van.

Racism and sexism in adult education. Class biases in adult education.

Require a reading course of the leaders in adult education. could be done as a seminar.

Adult Development and Learning

Expand or develop adult learning and development; especially in the area of women/girl learners and men/boy learners--[these are] very different approaches to learning.

The adult learner.

More on adult development and adults in transition.

Foundations

History and philosophy of adult education; Sociology of adult education

Course in philosophical, social, historical contexts of adult education.

Strengthen courses in philosophy of adult education.

Challenge status quo models of [Adult Education] Practice. Incorporate elements from History of Social Role of Adult

Education, Adult Education and Social Theory, [and] Third World Contributions into all courses.

Research

Require a research methods course--intro.; Research seminars.

Educative Functions

Program Development

More on how to design.

An advanced course in Program Design to follow the current course--taught as a seminar.

Seminar on residential learning - perhaps held at a residential learning center.

A course in marketing would have been very helpful. Even those who aren't in business for themselves must market their programs!

Marketing adult education; Post-secondary programming for high-risk students; Program design for the undereducated adult; Training program/course design; How to do needs analysis/ job analysis; Specific detailed instruction on systematic learning design ala Mager; Evaluation.

Administration

Administration of adult education; Financing adult education; Grantsmanship; Systems management and more on administration--budget, finance, planning, marketing, etc.

Something on the administration of adult education programs--probably not suitable since we are in such a variety of field, but at least encourage students to take something on administration in another dept.

Administration/management--practical information on fund raising, grant-writing is important.

Instruction

More on how to instruct.

Counseling

Counseling Disadvantaged Adults

Counseling should be a core course if it isn't already. I was glad I had taken several.

Training and Development in Organizations

Focus more on AE in organizations--that's where a lot of [Professional Continuing Education] occurs. Business-based adult education; something focusing on the new partnerships among business, gov't and education institutions.

Get more in tune with the needs of the training and development professional. Offer more courses geared to this type of person. Organizational communications/ structure.

Be in touch with what is happening in Business and Industry. Tune into the Training and Development field.

Increase relating adult ed to corporate training. There are training programs available through Voc Ed, but I believe that the general education aspect (as opposed to "training") is important in regards to corporate training. Develop liaison with Business classes.

Courses related to corporate educational needs and skill development for the practitioner in that setting.

With current pressure/need to work with business and industry. This should be a topic for study/examination of possible approaches. etc.

Organizational development, training

International

International adult education; Third World contributions

Adult literacy in the Third World. Be sensitive to needs of international adult educations. No courses were given in Third World adult education during my time. Need to hire faculty that specialize on global [adult education] areas. This will attract people from all over the world to the program.

Strengthen the international perspective.

Literacy

Teaching reading to adults; The politics of literacy.

Pay more attention to the needs and concerns of those serving undereducated adults. More courses on literacy teaching.

Integration and Sequencing of Coursework

There are overlaps between courses. This leads to wasteful repetition of material.

If there were a sequence of courses--one course could build on another. As it is much information must be repeated each time.

Conduct informal student seminars to discuss content in various classes and share ideas about the roles and functions of adult educators.

Perhaps a course or workshop on how to integrate several adult education program components: counseling, teaching, administration, auxillary services, evaluation.

Grad student colloquim for exchange of ideas and discussion of issues.

What new methods of learning could be included?

Use of Technology

Video production of lectures, demonstrations, or use in classroom.

Computer-assisted learning, anything regarding new technology.

Look at new technologies such as computers, telecommunications.

More use of video cassette.

Require computer course (literacy).

Expose students to electronic teaching.

Computer use was adequate; I've never seen interactive video.

More on new technology.

Internships

More emphasis on internships.

Nothing new under the sun! I think field placements are

very useful.
Internships in private industry. More exposure to people in training and development.

Methods and Techniques

Whole brain techniques; Synergistics; Frerian (Paulo Friere) approach to universal literacy; Visiting tour of adult education agencies.

Focus on emphasis on a value based education approach. Education as a team approach and staff approach is crucial in today's world.

Involve Students

Use adult education principles with their students.

Learn more about teaching adults (strategies).

More courses should be structured using Adult Education theory--students setting own goals depending on their particular needs.

Various methods ("practice what they preach") as far as the philosophy of adult education and treating adults as adults.

Some course content may lend itself to criterion-referenced instruction. When it does, organize it that way and devote class sessions to discussion.

Less lecture, more student involvement; much more experiential

More experiential--like program design course in which you design a class from A to Z.

More experiential, more group discussion and problem solving.

Good old fashioned group participation, problem solving and small group projects. There were too many lectures and/or "Mickey Mouse" assignments.

More student presented papers to class--students learn from each other.

Presenting opportunities for students to participate in classroom teaching at a college level.

Class which allow students to teach to adult audiences. Call in students or Alumni to talk to classes.

Work with faculty on research projects - This could result in publications.

Application of Theory to Practice

Make courses less generic; focus on instructional design [and] teaching methods.

Less theory, more practical approach--"how to teach math", "how to evaluate personnel", "how to reach the public", etc.

More focused on how to's; help students apply theory to real world, real job.

Help people really develop key skills in core areas--more than theory.

Make courses as close to real life as possible. Include some of the practical tasks required in administration. Require that a student instruct some kind of workshop and be critiqued (video).

Place less emphasis on administrator skills, more emphasis on teaching skills.

Format

Seminar, Independent study

Seminar method of instruction more stress on public speaking and communication.

Student run seminars, use of residential formats, popular educational formats.

I liked the short workshop-type class (2 or 3 meetings) on learning styles offered by....Perhaps a quickie project of the same type for other current or recent topics, e.g. use of the computer.

What can students do to improve the program?

Networking

Need for vehicle for students to be involved outside of classes--socially, Plan B paper (real important part of the

program), newsletter, faculty, etc.
Become involved in a group that supports the program--Graduate Student/Alumni group. This is important as it stimulates dialogue between students and faculty in an informal setting.

More networking while in program. Some of this really began as I was leaving. It's good to be able to share problems and solutions (for ex., groups talking about Plan B papers, etc.). Also orientation I had 4 semesters and they went quickly--you have to know where to go and how to do it.

With so many Adult Education graduate students attending while working the collegiality among the students that is the source of so much discussion and learning is missing. I'm not sure much can be done about this. Professors...built as many opportunities for creating collegiality among students in their courses as was productive.

Find ways to network more.

Provide support to one another. This happens informally now, but maybe could be formalized.

Regular brown bag seminars may be a suggestion.

Call in students or alumni to talk to classes.

Continue student and alumni newsletter.

More interactions between faculty and students.

<u>Student attitudes</u>

Take more initiative and be more creative.

Become more involved with the program. Work closely with faculty on research projects. Co-author research. Provide quality student services (library, newsletter, etc). Donate "library" search materials, [eg.] computer search printouts.

More organized student research sharing or [sharing or internship experiences.

Organize seminars and other "social" activities.

Suggest courses; demand teaching standards.

Demand more of what they need--be more active participants.

Demand more of themselves and instructors
Demand theoretical and historical rigor.

Come better prepared to learn from others versus telling people what they think they know.

Be clearer about their agendas; be "teachers" more often.

Commit time to program--but if, like me, students are too busy, this can be difficult.

Better attendance at classes.

Program Advisory Group

Develop better procedures for making our needs known to faculty.

Participate on a student advisory committee which would assist the faculty and act as advocates for the department.

Have a stronger organization that articulates felt needs in the program and students and moves to meet these needs. Example: A move to "beef up" core courses that are sometimes perceived as mediocre. Also, need for career orientation.

Form a strong graduate student advocacy group that will represent the diverse student population to faculty and administration.

Field of Adult Education

Continue to network with professionals; and also to do creative internships with different adult groups.

Participate in MACAE.

Learn that adult education has a social meaning--its purpose is not simply for the achievement of individual goals and desires.

Good question now that I'm not a student in the program. Students could work for affirmative action at the U and on the job. This would change the character of the program and the field. (ie., ethnically integrate the program, get minorities and women into faculty and administrative positions.)

What student services could be improved?

Networking

Student lounge.

Opportunities for (student) group discussion/ socialization/ programs; ways for people to get together, networking, alumni, etc.; more networking for internships and employment; more consistent printing of newsletter, annual fall student, alumni, faculty retreat.

I really appreciate the newsletter - and know certain faculty and students spend many hours producing it. However, it does provide me with a link to the program which would wither up and die in a short time if not nurtured through the newsletter or some other format.

I miss the Ad. Ed. newsletter.

Library

Library collection must be improved, both journals and books.

Better library.

Advising/Placement

More access to instructors, secretary.

Career counseling.

Placement - Placement - Placement!!

Student services on financial aids and job placement.

Other

Parking (good luck).